



Ferdinand Peck Elementary School / Plan summary

2018-2020 plan summary

Team

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Eduarda Aguilar

Parent-LSC Chairperson

No Access

Team meetings

Date	Participants	Topic
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01/18/2018	Okab Hassan, Angel Aguirre, Suzanne Amra, Catherine Caponigro, Dawn Donahue, Daisy Hernandez, Nancy Martinez, Elizabeth McCool, Keyla Mendez, Wanda Mendoza, Sandra Ramirez, Jennifer Rogers, Amanda Scampini, Rosa Sosa,	CIWP
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02/01/2018	Okab Hassan, Angel Aguirre, Suzanne Amra, Catherine Caponigro, Dawn Donahue, Daisy Hernandez, Nancy Martinez, Elizabeth McCool, Keyla Mendez, Wanda Mendoza, Sandra Ramirez, Jennifer Rogers, Amanda Scampini, Rosa Sosa,	CIWP
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02/15/2018	Okab Hassan, Angel Aguirre, Suzanne Amra, Catherine Caponigro, Dawn Donahue, Daisy Hernandez, Nancy Martinez, Elizabeth McCool, Keyla Mendez, Wanda Mendoza, Sandra Ramirez, Jennifer Rogers, Amanda Scampini, Rosa Sosa,	CIWP
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03/15/2018	Okab Hassan, Angel Aguirre, Suzanne Amra, Catherine Caponigro, Dawn Donahue, Daisy Hernandez, Nancy Martinez, Elizabeth McCool, Keyla Mendez, Wanda Mendoza, Sandra Ramirez, Jennifer Rogers, Amanda Scampini, Rosa Sosa,	CIWP
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04/12/2018	Okab Hassan, Angel Aguirre, Suzanne Amra, Catherine Caponigro, Dawn Donahue, Daisy Hernandez, Nancy Martinez, Elizabeth McCool, Keyla Mendez, Wanda Mendoza, Sandra Ramirez, Jennifer Rogers, Amanda Scampini, Rosa Sosa,	CIWP
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School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1 2 3 4

- The Principal creates a professional learning system that allows teachers to develop their own professional learning plan, built on opportunities for growth in content knowledge and instructional leadership.
- The Principal promotes the school's vision and mission for instructional best practice in every classroom as a way to remind teachers of their instructional goals. Teachers use this when planning their professional growth plans which are shared with administration and aligned with the new college and career readiness standards.
- The Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.
- Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishments of systems to support students in understanding and reaching these goals.
- The Principal continuously meets with parents to discuss regarding school improvement matters. Through a transparent approach to sharing information, parents understand the school stands and where it will go in the future.
- Each teacher is invested in the success of the school through leadership in one or more areas, including: ILT membership, Grade team lead, MTSS team, Committee chair or membership, Mentor Teacher, Curriculum team, Coach, Family Liaison, Data team, Bilingual Lead, CIWP team, Union representative, etc. This is evident through Peck School's ILT members are teachers from all facets of education, such as literacy, SpEd, Bilingual Education, Content-Areas, Counselor, etc. This committee utilizes teacher feedback and input in order to inform their instructional decisions that impact student learning.
- Teachers meet at both grade-level teams, as well as in vertical team(s) in order to discuss academic concerns and progression.
- Teachers form committees at the beginning of the year based on their personal interest(s). School committees are: Literacy Night Committee, Math & Technology Night Committee, Science Committee, Spelling Bee Committee, Math Bee Committee, Social Committee, Technology/Computer Committee, Awards, Book Fair, Garden, Panther Press, MTSS (PBS), Recycling, Yearbook, Talent Show
- The Intervention Team works with classroom teachers to address their students' instructional needs. It starts with each classroom teacher reviewing their classroom data; if a student needs instructional support, the classroom teacher recommends the student for the MTSS process. The classroom teacher and the Interventionists work together to monitor the students' progress. If the student is identified for further support, based on student data, the Interventionist provides instruction in Reading and Math at the individual student's instructional level to show growth for each individual student.

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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.

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- The School ILT is composed of teachers, school administrators, program coordinators, and school related personnel that provide specialized input when making instructional decisions that affect student learning and staff.
- The ILT coordinates and implements a school-wide program for effective teaching and learning. Teachers are provided with opportunities to share their thoughts and opinions related to curriculum, instructional practices--which are saved and utilized by the ILT when reviewing high-impact instructional practices that advance student learning and academic achievement.
- The ILT meets regularly with grade-level teachers and brings back their input and feedback when making instructional decisions that impact student learning. The ILT also develops professional development for teachers based on this feedback.
- The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. This is seen in its leadership in the Powerful Practice and Cycles of Continuous Improvement.

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"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Framework for Teaching	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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.

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- The ILT, informed by school-wide data, teacher input and feedback, and observations--creates a year-long, focused professional development plan that is aligned with the school's priorities and growth goals.
- The ILT regularly surveys teachers through the use of online surveys in order to monitor the effectiveness of all professional development.
- When teachers attend outside professional development opportunities--they are encouraged to share what they learned with the rest of the staff in order to keep everyone informed of new strategies and instructional approaches.
- Peck School Teachers collaborate in regular cycles: weekly for long-term Utilizing a backwards planning approach, the Grade-Level and Resource/Program Teachers meet weekly in order to collaboratively develop instructional units and plans that focus on improving academic achievement for all students and share instructional best practices and strategies with one another.
- The MTSS Coordinator meets regularly with classroom teachers and interventionists in order to keep them informed of new approaches, any updates with students, etc. to discuss student progress monitoring
- Each grade-level is assigned an ILT member that serves as a liaison for the team and relays information.
- Teachers have protocols and procedures in place for team collaboration.
- Peck School has a coaching plan that identifies teacher needs, who provides the coaching, and its frequency. The Principal and instructional leadership team utilizes the PQS system to provide teachers with constructive feedback that informs teacher classroom practice.
- The school has literacy, math, bilingual, and science coaches throughout the grade bands. These coaches provide assistance, guidance, and give input to teachers in regards to best-practices that will enhance instruction. Coaches are also responsible for observing the teacher's instruction and providing feedback (if necessary).
- New teachers are provided with an on-site mentor to assist them as they acclimate to the new work environment. The district also provides new teacher mentoring, professional development, and a district-wide support system. Both local and district-wide mentoring programs aim to improve the new teacher's instructional skillset and expand their opportunity to grow as a professional and develop strong, capable instructional skills.
- Peck School teachers consistently receive quality feedback that supports their individual growth through the PQS system.
- Peck School teachers utilize peer coaching and cross classroom visitations as a form of coaching.
- Peck School has a team of Literacy Lead Teachers, Math Coaches, Bilingual Lead Teacher and other instructional specialists that attend workshops and seminars in order to stay informed on current instructional approaches and methodologies. These instructional coaches then model, coach, and share these strategies and approaches with our classroom teachers. This is done during the weekly Grade Level meeting as well as during classroom visitations. This is done in order for our teachers to diversify teaching strategies using recommended best practices.

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"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

- Peck School allocates discretionary funds to align with identified needs and strategic priorities. Utilizing discretionary funding, the school is able to sustain three literacy teachers/interventionists as well as have reduced class size in the lower grades, technology intervention programs, and after-school academic support programming.
- Peck School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. This is seen through the encouragement of teachers, staff, and parents to apply for educational grants. Peck School stakeholders actively seek outside funding for programs, such as the TCLP, in order to expand educational opportunities and prepare students for 21st century learning.
- Peck School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.
- Hiring is done on a needs-basis, informed by the input provided by the ILT and if funds are available.
- The principal and designated staff interview candidates and ask questions that focus on the school's priority--for example, certification in ESL/Bilingual, Content-Areas, etc.
- The principal allows potential staff to demonstrate their instructional practices and approaches in order to assess the candidates' expertise, philosophy and commitment to the school's mission and vision for educating our students.
- As a grade level, teachers are responsible for the instruction of a curriculum area and share recommendations for instructional purposes.
- Peck School designs a "right fit" schedule based on student needs and school-wide growth goals. Peck School Day is designed /organized based on the needs of the students and school-wide growth goals.
- Peck School Schedule is organized to promote meaningful collaboration in teacher teams--where curriculum planning and review takes place.
- Struggling students receive structured intervention in dedicated blocks. This is evident through Peck School Teachers meeting with administrators and key resource people in order to analyze data, place intervention, progress monitor--all to inform instruction.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

Score

1 2 3 4

- Each grade level or content area team has a year-long scope and sequence that maps out what Common Core State Standards teachers should teach and in what order in core subject areas using the CPS content Framework.
- Each grade level (K-4) uses common units of instruction aligned to the CCSS. These units are developed as a team during their common planning period. Units of instruction are already in place at every grade level and content area and are aligned with the CCSS.
- Texts and supplemental materials used for instruction exposes all students, EL and SPED included, to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Texts are made available in Spanish for the EL students and assistive technology is available for the students with disabilities who require it on their IEP.
- Short and long term plans include the necessary supports to ensure that students with disabilities and ELs are able to gain core content knowledge and skills by providing the materials and qualified teachers and paraprofessionals to students. The leveled book room has both English and Spanish leveled readers which include non-fiction, fiction, content area, and novels to support all students at their instructional level. All texts used at Peck School are made available for students in Spanish and all students that are in need of native language support in Spanish are with a teacher that can support them in their native language or has a paraprofessional or peer to assist the EL student.
- CCSS used and implemented school-wide, but no year-long curriculum map is utilized at some grade-levels.
- Grade level units of study are planned as a team and include support for SPED & ELLs.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

Instructional Materials:

Score

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)

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- Each grade level classroom has a set of exemplar texts and instructional materials that are aligned to the CCSS.
- Instructional materials are supportive of DL and ELs, including native language and bilingual supports.
- Leveled books in English and Spanish and web-based leveled materials are utilized in curriculum implementation. • The procurement process for instructional materials is the following: It begins by the classroom teachers identifying an instructional deficiency in one of the instructional areas, such as Reading, Math, and Science. The ILT discusses the deficiency, researches methods and materials that can address the deficiency across the grade levels and make recommendations to purchase appropriate materials. This is done through purchase order or donation from local agencies or charitable organizations. Identify a classroom teacher or interventionist who will then pilot the program. Instructional materials are piloted by a teacher for a 10-week period. The classroom teacher or interventionist monitors the program's effectiveness and shares success/areas of concern with the ILT. The ILT informs the Principal and based on their recommendation, the instructional material is purchased and implemented school-wide.

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/updated 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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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

- Each Peck School Teacher communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. Objectives are posted and clearly stated before lessons and reviewed immediately after. Each teacher purposes the lesson clearly and connects it to its real-world application/relevance.
- Peck School Teachers use low and high level questioning techniques that promote student thinking and understanding. Peck School Teachers use DOK to enhance learning on the material implemented.
- Peck School Teachers purposefully sequences and aligns CCSS to build towards deep understanding and mastery of the standards. This is evident through the Unit Plans that are aligned to the CPS Frameworks as well as the CCSS.
- Peck School Teachers scaffolds instruction to ensure all students, including DLs and ELs access complex texts and engage in complex texts. This is evident through the school's use of CCSS exemplor text sets that are provided to each grade level classroom.
- Peck School Teachers regularly use formative assessment during instruction to monitor student progress and check for understanding of student learning.

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). 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	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

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 Success, Ontario)

1 2 3 4

- Every Peck Staff Member reinforces school expectations for all students to aspire to college and career ready standards. Every Peck classroom is provided with a copy of the school's vision and mission statement so that teachers, students, and anyone who enters the school understands that Peck School strives to educate the whole child and inculcate an appreciation for education and support the development of 21st century skills.
- Peck School has developed and is executing an intentional plan to build and maintain a college-going culture. Peck School is cultivating a college-going culture through various activities: College & Career Day, our partnership with NEIU/Gear-UP, college tours, high school visits, etc. Peck School Counselor meets individually with each student to discuss their goals and assist them in developing a long-term plan of execution. The school also hosts multiple high-school preparation presentations for parents so that they are informed of what options are available for their children and what would best fit their needs.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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 8th Grade Algebra to all eligible 8th 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.
 - Provide opportunities for Dual Credit/Dual Enrollment

- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Navigation Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Transitioning College ✓ CPS Advisory Framework ✓ Preventing colleges from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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.

Score

1 2 3 4

- Each grade level or content area team has a year-long scope and sequence that maps out what Common Core State Standards teachers should teach and in what order in core subject areas using the CPS content Framework.
- Each grade level (K-4) uses common units of instruction aligned to the CCSS. These units are developed as a team during their common planning period. Units of instruction are already in place at every grade level and content area and are aligned with the CCSS.
- Texts and supplemental materials used for instruction exposes all students, EL and SPED included, to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Texts are made available in Spanish for the EL students and assistive technology is available for the students with disabilities who require it on their IEP.
- Short and long term plans include the necessary supports to ensure that students with disabilities and ELs are able to gain core content knowledge and skills by providing the materials and qualified teachers and paraprofessionals to students. The leveled book room has both English and Spanish leveled readers which include non-fiction, fiction, content area, and novels to support all students at their instructional level. All texts used at Peck School are made available for students in Spanish and all students that are in need of native language support in Spanish are with a teacher that can support them in their native language or has a paraprofessional or peer to assist the EL student.
- CCSS used and implemented school-wide, but no year-long curriculum map is utilized at some grade-levels.
- Grade level units of study are planned as a team and include support for SPED & ELLs.
- Each grade level classroom has a set of exemplar texts and instructional materials that are aligned to the CCSS.
- Instructional materials are supportive of DL and ELs, including native language and bilingual supports.
- Leveled books in English and Spanish and web-based leveled materials are utilized in curriculum implementation. • The procurement process for instructional materials is the following: It begins by the classroom teachers identifying an instructional deficiency in one of the instructional areas, such as Reading, Math, and Science. The ILT discusses the deficiency, researches methods and materials that can address the deficiency across the grade levels and make recommendations to purchase appropriate materials. This is done through purchase order or donation from local agencies or charitable organizations. Identify a classroom teacher or interventionist who will then pilot the program. Instructional materials are piloted by a teacher for a 10-week period. The classroom teacher or interventionist monitors the program's effectiveness and shares success/areas of concern with the ILT. The ILT informs the Principal and based on their recommendation, the instructional material is purchased and implemented school-wide.
- Each Peck School Teacher communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. Objectives are posted and clearly stated before lessons and reviewed immediately after. Each teacher purposes the lesson clearly and connects it to its real-world application/relevance.
- Peck School Teachers use low and high level questioning techniques that promote student thinking and understanding. Peck School Teachers use DOK to enhance learning on the material implemented.
- Peck School Teachers purposefully sequences and aligns CCSS to build towards deep understanding and mastery of the standards. This is evident through the Unit Plans that are aligned to the CPS Frameworks as well as the CCSS.
- Peck School Teachers scaffolds instruction to ensure all students, including DLs and ELs access complex texts and engage in complex texts. This is evident through the school's use of CCSS exemplar text sets that are provided to each grade level classroom.
- Peck School Teachers regularly use formative assessment during instruction to monitor student progress and check for understanding of student learning.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

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.

Score

1 2 3 4

- Peck School has a systemic approach to administering screening assessments to identify students in need of academic interventions. This is evident through the school's MTSS and PBS programs. These programs are effectively implemented and supported school wide. The school has a systemic approach to administering screening assessments to identify students in need of academic intervention.
- Peck School has a systemic approach to administering diagnostic assessments to identify particular skills gap. Interventions at the elementary level include in class, small group instruction, push-in support provided by specialists, one-on-one support and additional supports outside of the classroom.
- Interventions are closely monitored by the ILT, teacher team and individual teachers so that adjustments can be made every 5 weeks. This is evident through use of On-Track reports that inform all teachers of the student reading, math, attendance, and behavior performance.
- Within the lesson plans, small group instruction is noted as well as reading and math interventions.

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 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.
 - 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
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

1 2 3 4

- School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment through. Data is easily accessed via CIM, Horizon Manager (NWEA), Amplify (DIBELS/IDEL/Reading 3D).
- Each grade level team uses a comprehensive set of assessments--screening, diagnostic, benchmark, formative, and summative--to monitor student learning on a frequent basis. IDEL/DIBELS are used as assessment across the primary grade levels. In grades 3-8, we use NWEA/Map--twice a year in order to guide instruction. The Fountas & Pinnell Benchmark assessment systems (Grades K-8) are available through the LLT Office for individual assessments and to assess student reading levels.
- Assessment methods (e.g. student work, selected response, constructed response, performance task) are aligned with the standards being assessed. Every 5th-week, teachers receive an On-Track report that informs the classroom teachers and interventionists how students are performing.
- Assessment accommodations and modifications are in place to ensure that DLs and ELs are able to appropriately demonstrate their knowledge and skills. This is seen through the collaborative work between classroom teacher, Case Manager, and interventionists. Also, lesson planning and Gradebook are utilized to monitor instruction and ascertain accommodations and modifications are in place.
- Class/Subject assessments are modified/accommodated according to student needs.
- Changed grading scale and categories--100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F

Guide for Multi-Tiered System of Supports

- 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) 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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

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

- Peck School works to ensure effective transitions--into Kindergarten, at each "benchmark" grade and from 8th to 9th grade. This is evident as Peck School administration provides opportunities for teachers to vertically plan and discuss curriculum issues.
- The school provides parent/student orientation periods at the end and beginning of the year for students and parents.
- Grade-level materials/lists are uploaded onto the school website for reference purposes and in preparation for the next year.
- The transition from 8th to high school begins at the beginning of the year. The School Counselor meets individually with each student to create a HS Transition Plan, discuss their performance data, and discuss what HS options are available to them. The Counselor, in collaboration with GearUp, organizes events and workshops for parents and students so that they understand how to apply for the various school options; what Open House events are taking place, etc.
- * All learning that takes place at Peck School is focused on college and career readiness. Pre-Algebra is taught at the 5th-8th Grade levels in order to prepare students for more rigorous coursework. Students are surveyed throughout the year by the Counselor. This data informs his design and planning of presentations, workshops, and other college and career exposure.
- * Peck School provides support for college and career planning for all students. Information and opportunities to explore paths of interest are offered. The school encourages all parents and students to apply, participate, and succeed in academically rigorous programs offered in high school, in order to be college and career ready.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQR Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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.

Score

1 2 3 4

- Peck School establishes a non-threatening, welcoming environment.
- The Principal leads the work to empower and motivate families and to become engaged stakeholders in the school.
- Peck School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community—for example, student performances, exhibitions, literacy, math events, science, etc. This is evident through the quarterly family night activities, such as Literacy Night, Math & Technology Night, Science Showcase, etc.
- Peck School has developed an intensive community outreach program that allows parents to come to the school on assigned days and receive benefits information from district-provided resources, as well as community organizations. Our DLs have access to everything in the general education program. Students receive individualized instruction that is aligned to their IEPs. Instruction in Reading and Math are tailored to their needs by highly qualified teachers and paraprofessionals and cared for by Counselor and Social Worker.
- Peck School has an effective school-home communication system that keeps parents informed of their child's academic progress. The school recently updated its website (peckelementary.org). The school also utilizes the district provided Blackboard connects service to send phone messages, texts, and emails related to important school events and changes.
- Peck Teachers have developed and designed web pages that contain classroom information, as well as homework assignments. Parents also have access to the district provided parent portal as a means to monitor their child's academic achievement. The school also utilizes the Panther Press as a means to keep the school community informed of events and happenings.
- The school has a highly-effective teacher-student network that encourages students to know that all Peck School staff members care about them deeply and support them in achieving their academic, social/emotional goals. Teachers serve as moderators in various clubs, where they "teach" their students to be respectful, appropriate behaviors in both school and outside settings, and how to respond to inappropriate behaviors. Peck School exposes all students to these programs. Students also experience an inclusive learning environment, where home language and culture is appreciated and encouraged. Our students know they are cared for and that the school advocates for them through our MTSS and PBS programs that address our students' motivation and reinforces good student conduct. Our entire staff recognizes positive behaviors through our Panther Paw system. Our students know they are supported through 5-Essentials/My Voice, My School survey which states that our students feel safe both in and around the school and that they share a high level of mutual trust and respect with teachers and school administration.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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.

Peck School enrichment and extracurricular activities are based on student interest and are offered to all students. Programs, such as health, fine arts, and cultural activities--are provided for the purposes of building leadership skills, nurturing talents and interests, and increasing engagement with the school community. These programs are done in collaboration with Metropolitan Family Services.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • IJVNS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Empowering Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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 has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Peck School abides by the District's Code of Conduct and implements it appropriately and consistently. As a means to address students' behavioral needs, the school implements the PBIS program-- where good behavior and decisions are recognized; and inappropriate behavior and decisions are addressed appropriately by staff members.
- The "Panther Paw" program is effective throughout the school and encourages students to make positive, good decisions rather than counterproductive behavior.

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.
- **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.
- **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">✓ MVMS score -- "Safety"✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none">✓ Five Essentials -- Supportive Environment score✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Social Emotional Learning Supports (cps.edu/sel)

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

Score

1 2 3 4

- The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Peck School abides by the District's Code of Conduct and implements it appropriately and consistently. As a means to address students' behavioral needs, the school implements the PBIS program-- where good behavior and decisions are recognized; and inappropriate behavior and decisions are addressed appropriately by staff members.
- The "Panther Paw" program is effective throughout the school and encourages students to make positive, good decisions rather than counterproductive behavior.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 3 4

- The school has a highly-effective teacher-student network that encourages students to know that all Peck School staff members care about them deeply and support them in achieving their academic, social/emotional goals. Teachers serve as moderators in various clubs, where they "teach" their students to be respectful, appropriate behaviors in both school and outside settings, and how to respond to inappropriate behaviors. Peck School exposes all students to these programs. Students also experience an inclusive learning environment, where home language and culture is appreciated and encouraged. Our students know they are cared for and that the school advocates for them through our MTSS and PBIS programs that address our students' motivation and reinforces good student conduct. Our entire staff recognizes positive behaviors through our Panther Paw system. Our students know they are supported through 5-Essentials/My Voice, My School survey which states that our students feel safe both in and around the school and that they share a high level of mutual trust and respect with teachers and school administration.
- Peck School establishes a non-threatening, welcoming environment.
- The Principal leads the work to empower and motivate families and to become engaged stakeholders in the school.
- Peck School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community--for example, student performances, exhibitions, literacy, math events, science, etc. This is evident through the quarterly family night activities, such as Literacy Night, Math & Technology Night, STEM Showcase, etc.

Guide for Parent and Family 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	<ul style="list-style-type: none"> ✓ 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 ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

Score	Framework dimension and category	Area of focus	1	2	3	4	5	Not of focus
4	Culture of & Structure for Continuous Improvement: Aligned Resources							<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team							<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility							<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Professional Learning							<input type="radio"/>
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading							<input type="radio"/>
4	Expectations for depth & breadth of Quality Teaching: Instruction							<input type="radio"/>
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports							<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Curriculum		<input checked="" type="radio"/>					<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Instructional Materials			<input checked="" type="radio"/>				<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks							<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence					<input checked="" type="radio"/>		<input type="radio"/>
4	Expectations for Quality & Character of School Life: Culture for Learning							<input type="radio"/>
4	Expectations for Quality & Character of School Life: Parent and Family Partnership				<input checked="" type="radio"/>			<input type="radio"/>
4	Expectations for Quality & Character of School Life: Relational Trust							<input type="radio"/>
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline							<input type="radio"/>
4	Expectations for Quality & Character of School Life: Safety & Order							<input type="radio"/>
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life							<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	79.00	58.00	60.00	62.00	64.00
National School Growth Percentile - Math					
Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	72.00	48.00	50.00	52.00	54.00

% of Students Meeting/Exceeding National Ave Growth Norms

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	61.60	52.70	55.00	57.00	60.00
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African-American Growth Percentile - Reading

Insufficient students to develop metric growth	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Reading

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	81.00	54.00	55.00	57.00	60.00
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English Learner Growth Percentile - Reading

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	87.00	42.00	50.00	52.00	55.00
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Diverse Learner Growth Percentile - Reading

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	97.00	(Blank)	45.00	47.00	50.00
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African-American Growth Percentile - Math

Insufficient students to develop metric growth	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Math

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	73.00	47.00	50.00	52.00	55.00
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English Learner Growth Percentile - Math

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	81.00	61.00	61.00	63.00	65.00
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Diverse Learner Growth Percentile - Math

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	94.00	(Blank)	40.00	45.00	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	63.00	64.00	70.00	72.00	75.00
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National School Attainment Percentile - Math (Grades 3-8)

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	58.00	48.00	50.00	52.00	55.00
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National School Attainment Percentile - Reading (Grade 2)

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	68.00	49.00	50.00	52.00	55.00
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National School Attainment Percentile - Math (Grade 2)

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	53.00	25.00	50.00	52.00	55.00
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% of Students Making Sufficient Annual Progress on ACCESS

Gradual, steady growth with the expectation of at least 2%-3% increase in metric.	41.70	(Blank)	50.00	52.00	55.00
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Average Daily Attendance Rate

Gradual, steady growth with the expectation of at least 0.5%-1% increase in metric.	96.50	95.80	96.00	96.50	97.00
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My Voice, My School 5 Essentials Survey

Peck School's expectation is to be Well-Organized

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Consistent intervention for students in the MTSS process, differentiated instruction, continued integrated classroom supports, multiple best teaching practices and a school wide Powerful practice

Increasing applying learned skills and strategies that will assist them in their academic engagement

Peck students increasing the percentage of students scoring "exceeds" on the NWEA MAP EOY test by 5%-7% as well as on other EOY academic performance indicators.

Tags:
Math, Reading

Area(s) of focus:
1, 2, 3, 4

Action step

Responsible

Timeframe

Status

ILT members and ELA leads will provide quarterly professional development in alignment with the school wide powerful practice on best teaching strategies that will further enhance our curriculum and literacy units (i.e., UbD, Cycle of Continuing Learning, Guided Reading, Literature Circles). Professional development will be provided through Learning Hub and modified to meet the schools needs using webinars, local professional providers from the network and district, educational conferences and workshops held in Illinois. The leadership team will implement quarterly evaluations with current grade-level programs and action plans to make recommendations in order to insure success and proper implementation of new learning provided by the professional development.

ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

Math, Reading

Using after-school programs and research-based software in school for students identified as "off-track," or in the MTSS process. Program managers and ILT members will evaluate the programs to determine their effectiveness on a biannual basis. Recommended changes will be made if warranted after analyzing students' results on formative tests, summative assessments, and reading scores from the Winter MAP and Spring NWEA MAP and ACCESS language scores.

ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

After school

During the week of the school-wide Scholastic Book Fair, conduct "Family Literacy Night" to link parental involvement with student success. Teachers plan reading and writing activities for parents and students to help build a strong literacy connection between the school and home community. Level of parent and student participation through formative feedback during the event, and analysis of the number and types of books sold, promote literacy and lead to more families reading together which translates to higher test scores--an attainable goal. Students are also exposed to Social Studies night, Hour of Code week, STEM week, Information Nights, etc.

School Committees

Jul 1, 2018 to Jun 30, 2020

On-Track

Face

Engage students in the "Read to Succeed Six Flags 6-Hour Reading Club." Evaluate if participation increased by 3% annually, and count the total number of books reported read. Teachers measure the impact on participating students in this club, by analyzing its effect on their reading grades and tests. Teacher generates a report to the grade level, and the ILT for discussion to drive a campaign to encourage a greater percentage of participation. Students also have opportunities for the Pizza Hug Book It! program as a reading incentive, as well as the AR out-of-uniform pass, AR certificates, Achieve 3000 classroom incentives poster for (75% of higher), 3D printer.

ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

Incentives

At the end of the school year, conduct an annual re-audit of classroom libraries, leveled readers in the book room and accelerated Reader utilization in classrooms with a focus on non-fiction texts. Stakeholders use this data to increase our repository of grade appropriate complex texts to facilitate development and delivery of units of instruction aligned with CCSS.

ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

Instructional materials

Renew active subscriptions to research-based, on-line reading resources and software programs (i.e., BrainPop, Learning A-Z, Accelerated Reader, Smarty Ants, Spelling City) and use the assessment data from these programs to monitor impact on student achievement. After data review, determine if the program has positively supported student literacy, promoting academic achievement.

Administration

Jul 1, 2018 to Jun 30, 2019

On-Track

MTSS, Literacy, Online programs

Through partnership with the West Lawn Community Public Library, audit the number of students in need of the Chicago Public Library card to ensure active participation in offerings at the library. Collaborate with West Lawn Library to disseminate information about free after-school library programs, free entrance days to Museums program, and appropriate grade level text recommended reading lists to students. The school will continue developing partnerships with the following organizations: Pious Projects; coat drive, Horace Mann; resource support, Vista Equity, White Sox; Good Grade Program, Chicago Bears Mini Monsters Camp, Chicago Blackhawks Clinic,

Head Teacher
ILT
MFS

Jul 1, 2018 to Jun 30, 2019

On-Track

Community partnerships

ELA Teacher Leaders and Bilingual Teacher Leaders actively engage in Professional Development through workshops and conferences in Literacy, supported by fees provided by the Network to build teacher content expertise to build units of instruction aligned to CCSS. Teacher leaders share the new learning with grade level teams who in turn align the new learning with the needs of the students needs and the school wide Powerful practice.

Administration

Jul 1, 2018 to Jun 30, 2020

On-Track

Professional development, Reading, Ells

Assign interventionists and support staff to monitor student progress for each tier of the MTSS process and to report student achievement on a monthly basis to assess ongoing placement.

MTSS
ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

MTSS

Collaborate with Metropolitan Family Services (MFS) to support reading and math instruction, and to enhance students' awareness of college and career readiness

Administration

Jul 1, 2018 to Jun 30, 2019

On-Track

Face

Build teachers' repository of grade appropriate instructional materials, and supplemental materials (i.e., exemplar texts, complex texts, Junior Great Books texts, classroom library/trade books, content specific library/trade books). Conduct end of year audit of existing materials, and order text sets to support increased nonfiction focus in every class.

Administration

Jul 1, 2018 to
Jun 30, 2020

On-Track

Instructional materials

Provide Full-Day PreK Classrooms with appropriate, research-based academic instruction and instructional play interactions for students to set the foundation for future success in school, college, and careers.

Administration

Jul 1, 2018 to
Jun 30, 2020

On-Track

Preschool, Cpc

By September 30th of each year, provide on-going professional development on UbD and Cycles of Continuous Learning using clearly defined processes and guidelines so teachers can more competently design effective lessons.

Administration
ILTJul 1, 2018 to
Jun 30, 2020

On-Track

Lesson planning, Professional development

To improve educational outcomes and ensure high-quality education attainment, utilize MFS and other After-School reading and math tutoring programs provided by MFS and other partner agencies.

Administration
ILTJul 1, 2018 to
Jun 30, 2020

On-Track

Partnerships, After-school, Face

Quarterly, we will identify students needing Tier 3 interventions for MTSS and pair them with interventionists according to subject area to receive small group interventions. During the course of the interventions, students are able to build the skills and confidence they need to participate in the regular classroom setting. Interventionists will progress monitor using TTM reports. 70% of students within the MTSS program will meet their target RIT Growth for the EOY NWEA MAP Test.

MTSS Coordinator

Jul 1, 2018 to
Jun 30, 2020

On-Track

MTSS, Nwea, Data driven instruction

By September 30th of each year, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Meets/Exceeds and develop a small group instruction plan for moving those students from Meets to Exceeds. By September 30th, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Below/Meets and develop a small group instruction plan for moving those students from Below to Meets.

Administration

Jul 1, 2018 to
Jun 30, 2020

On-Track

Nwea, Data driven instruction

In the area of Mathematics, 90% of lessons will include Purposing of the Lesson and one or more research-based instructional strategy. Students with disabilities receiving special education services, will improve... points as per their preparedness group indicated on teachers' Student Growth Objectives.

ILT

Jul 1, 2018 to
Jun 30, 2020

On-Track

Instructional practices

In order to continue the fidelity of the CMSI curriculum (FOSS, STC, and SEPUP) and to incorporate the Next Generation Science Standards, texts and materials will be purchased as needed to update and refurbish the curriculum kits.

Science Coordinator

Jul 1, 2018 to
Jun 30, 2020

On-Track

Ngss, Science instruction

To keep teachers up to date on the latest Science teaching strategies, Peck will provide funding to cover professional development fees, including sub coverage and conference fees.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Ngss, Science instruction

In October of each year, the subscription will be renewed in order to continue BrainPop, BrainPop Jr., BrainPop Espanol, and BrainPop ESL as an online educational resource for teachers and students	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Science instruction, Licenses, Online programs

All PK-4th grade students will participate in Science Day to highlight science and engineering projects. During Science Night, the Science Committee will host a parent night showcasing the students' projects and offering science and engineering activities to parents and students of all ages.	Science Coordinator Science Committee	Jul 1, 2018 to Jun 30, 2020	On-Track
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Science instruction, Face

During the fourth quarter, the Garden and Art Committees will host the Garden Gala/Art Show as a parent and community event to celebrate our green spaces and to showcase art pieces created by the students.	Administration Science Coordinator	Jul 1, 2018 to Jun 30, 2020	On-Track
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Science instruction, Face

Throughout the year, students, parents, and staff will work to develop and maintain the school gardens in order to allow the space to be used during and after the school day as a safe, learning environment. The staff will participate in a professional development about how to use the garden to supplement their teaching, regardless of subject area.	Science Coordinator	Jul 1, 2018 to Jun 30, 2020	Behind
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Science instruction, Face

Peck Science and Garden committees will continue to maintain partnerships with outside agencies and continue to take advantage of professional development and funding opportunities from such groups as Museum of Science and Industry, Openlands, and the Green Teacher Network.	Administration Science Committees	Jul 1, 2018 to Jun 30, 2020	On-Track
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Partnerships, Science instruction

Science Leadership School Partners Program implementation.	Administration Science Coordinator Science Committee	Jul 1, 2018 to Jun 30, 2019	On-Track
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Partnerships, Science instruction

Strategy 2

If we do...

strategic use of assessments, such as NWEA/MAP, DIBES/IDEL, TRC, ACCESS, Alternative assessments, to inform instruction for our diverse learners.

...then we see...

Describe expected outcome...

...which leads to...

an increase in the annual percentage rate of diverse learners on the NWEA/MAP EOY test, thereby increasing diverse learners' academic gains. Furthermore, diverse learners who have been identify as English learners are identified as developing and expanding in their language proficiency. Research based strategies and teacher best practices, and differentiated

instruction will increase diverse students academic and English language proficiency skills. As such, Peck stakeholders will prepare and ensure diverse learners are college and career ready.

Tags:

Area(s) of focus:
1, 2, 3, 4

Action step	Responsible	Timeframe	Status
<p>Learning Behavior Specialist 1(LBS1) have been hired to increase teacher capacity to deliver high quality instruction to DLs. LBS1 understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. The LBS1 utilizes the NWEA/MAP, DIBELS/IDEL, TRC and reading benchmarks assessments to evaluate, inform and deliver instruction to diverse learners. LBS1 meet the HQTs, they hold ESL or bilingual endorsement to meet the needs of the DLs who have been identified as English Language Learners (ELLs).</p>	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
Data driven instruction, Special education			
<p>ALL teachers actively engage in professional development through workshops and conferences in differentiating instruction to meet the needs of diverse learners, struggling readers, English language learners, etc. Funding will be provided by bilingual education, special education to increase students academic growth aligned with the CCSS.</p>	ILT	Jul 1, 2018 to Jun 30, 2020	On-Track
Professional development, ELL, Special education			
<p>Review materials being used. Their effectiveness and limitations are to be consider at every grade level. Consider the purchasing of new instructional materials to meet the needs of DLs will be acquired for implementation of core content areas. For instance, Raz Kids, Reading A to Z are few of reading support programs that have ebooks on-line for students to read at their independent and instructional level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure.</p>	ILT	Jul 1, 2018 to Jun 30, 2020	On-Track
Literacy/Reading, Instructional materials, Sped, Licenses			
<p>All teachers and paraprofessionals will attend professional development throughout the school year in order to enhance their professional skills and practices as they deliver instruction and support to diverse learners.</p>	ILT	Jul 1, 2018 to Jun 30, 2020	Not started
Professional development, Special education			
<p>Unit Lesson planning in the core content areas will be developed by the general education teacher and the LBS1 to plan, deliver instruction, evaluate and measure student's growth and progress. Teacher made assessments, grade level content benchmark assessments, and beginning, middle and end of the year assessments will be used to measure student's academic growth; such as, NWEA, DIBELS/IDEL, TRC, quarterly benchmarks and reading benchmark assessments are assessments that will be utilized for academic growth.</p>	ILT	Jul 1, 2018 to Jun 30, 2020	On-Track
Lesson planning, Data driven instruction, Special education			

Students' differences and similarities will be utilized to inform and to plan instruction. Ongoing, formative assessment: reading benchmark assessments, progress monitoring and quarterly assessments will be used to assess and to identify students' strengths and areas of need so they can meet students where they are and help them move forward. The results of ongoing assessments will enable teachers to develop differentiated lessons that meet every students' needs.

ILT

Jul 1, 2018 to Jun 30, 2020

On-Track

Instructional practices, Assessments, Special education

LSB1 and general education teachers meet on a weekly basis to collaborate on student's progress and to ensure that the IEPs are implemented with fidelity.

Administration

Jul 1, 2018 to Jun 30, 2020

On-Track

Special education, Common planning time

Review materials being used. Their effectiveness and limitations are to be considered at every grade level. Considering the purchase of new instructional materials to meet the needs of DLs will be acquired for implementation of core content areas. For instance, Reading Plus, Raz Kids, Reading A to Z are a few of the reading support programs that have ebooks on-line for students to read at their independent and instructional level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure.

Administration
ILT
Grade Levels

Jul 1, 2018 to Jun 30, 2020

On-Track

Instructional materials

Strategy 3

If we do...

Through our continued effort as a community school, Peck School will strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications. We will also continue supporting our students' social and emotional learning through the school's Positive Behavior Supports (PBS)

...then we see...

Based on surveys, feedback and input from the BAC, NCLB-PAC, LSC, and student interest and survey results--the school is providing appropriate services that keep the students, parents and community informed of what is taking place at the school. The school will continue its regular, effective two-way communication between school staff and families regarding student expectations and student progress. Through our collaborative relationship with LOS, the school will continue providing training and resources to promote educational, recreational, and social programs for the children of Peck and their families.

...which leads to...

A cohesive unit where all stakeholders work collaboratively in the best interest of students.

Tags:
Community schools, Pbis, Community partnerships

Area(s) of focus:
4, 5

Action step	Responsible	Timeframe	Status
Peck School will conduct a parent survey to find topics of interests parents and guardians would like to participate at school. In this manner, support is extended to members of the community to meet their needs and wants. As a result, parent programs will be made available, thus enhancing parental and community involvement.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track

Face

Peck School will send notices, post it on the school website, and display on the marquee of parents' meetings or events in this manner ensuring parental and community participation and advisement.

Administration

Jul 1, 2018 to Jun 30, 2020

On-Track

Communication, Face

CPC Designed and Developed programming	Administration Head Teacher Child Parent Center	Jul 1, 2018 to Jun 30, 2020	On-Track
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Cpc, Early childhood education

Peck school will provide professional development for staff beginning in August and ending in June in order to best support the social and emotional needs of all students. This includes professional development on crisis management and integrating SEL into the curriculum, consultation with staff and parents, referrals for community resources, psycho social and developmental education and interventions, and grade level consultation.	ILT	Jul 1, 2018 to Jun 30, 2020	On-Track
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SEL

Peck School will provide school-wide SEL programming beginning in August and ending in June for students based on the individualized needs of students. Data collected from the student needs assessment will drive programming needed. Programming includes Social and Emotional Learning After school program, psycho social /developmental education and interventions, advocacy, resource mobilization, therapy groups, CARES training, Life-Skills training, developmental guidance lessons in the classroom, anti-bullying groups, conflict resolution groups, art therapy, and Communities in Schools partnership	Counselor SSW	Jul 1, 2018 to Jun 30, 2020	Not started
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Action Plan

Strategy 1

ON-TRACK

ILT members and ELA leads will provide quarterly professional development in alignment with the school wide powerful practice on best teaching strategies that will further enhance our curriculum and literacy units (i.e., UbD, Cycle of Continuing Learning, Guided Reading, Literature Circles). Professional development will be provided through Learning Hub and modified to meet the schools needs using webinars, local professional providers from the network and district, educational conferences and workshops held in Illinois. The leadership team will implement quarterly evaluations with current grade-level programs and action plans to make recommendations in order to insure success and proper implementation of new learning provided by the professional development."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history



ON-TRACK

May 03, 2018

Evidence

These curriculum frameworks are designed to differentiate instruction so that teachers can reach all students, especially students with disabilities, ELLs, and students that are not on-track.

ON-TRACK

Using after-school programs and research-based software in school for students identified as "off-track," or in the MTSS process. Program managers and ILT members will evaluate the programs to determine their effectiveness on a biannual basis. Recommended changes will be made if warranted after analyzing students' results on formative tests, summative assessments, and reading scores from the Winter MAP and Spring NWEA MAP and ACCESS language scores."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Tutoring is available to help all students who are eligible (students who receive free and reduced lunch, transitional students, etc.) and show a lack of proficiency in reading.

ON-TRACK

During the week of the school-wide Scholastic Book Fair, conduct "Family Literacy Night" to link parental involvement with student success. Teachers plan reading and writing activities for parents and students to help build a strong literacy connection between the school and home community. Level of parent and student participation through formative feedback during the event, and analysis of the number and types of books sold, promote literacy and lead to more families reading together which translates to higher test scores--an attainable goal. Students are also exposed to Social Studies night, Hour of Code week, STEM week, Information Nights, etc."

Jul 01, 2018 to Jun 30, 2020 - School Committees

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Support and promote literacy, instill a love of reading for all students and their families. Students and parents will participate in activities that can be done at home such as word study, reading comprehension and responding to text. Furthermore, students and parents have the opportunity to purchase books at the Scholastic Book Fair. Books are available in either English or Spanish to meet the needs of our bilingual literacy community.

ON-TRACK

Engage students in the "Read to Succeed Six Flags 6-Hour Reading Club." Evaluate if participation increased by 3% annually, and count the total number of books reported read. Teachers measure the impact on participating students in this club, by analyzing its effect on their reading grades and tests. Teacher generates a report to the grade level, and the ILT for discussion to drive a campaign to encourage a greater percentage of participation. Students also have opportunities for the Pizza Hug Book It! program as a reading incentive, as well as the AR out-of-uniform pass, AR certificates, Achieve 3000 classroom incentives poster for (75% of higher), 3D printer."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

These programs encourage children in grades K-4 to read for fun. Every student who completes 6 hours of recreational reading is eligible for a free admission ticket at a Six Flags theme park.

ON-TRACK

At the end of the school year, conduct an annual re-audit of classroom libraries, leveled readers in the book room and accelerated Reader utilization in classrooms with a focus on non-fiction texts. Stakeholders use this data to increase our repository of grade appropriate complex texts to facilitate development and delivery of units of instruction aligned with CCSS."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Fiction and non-fiction books are available in English and Spanish. Additional materials for the classroom libraries will be acquired to support differentiated instruction and meet the demands of ALL students; English language learners, struggling readers, and SWD. Primary grade students will check out books to read with their parents. They will be expected to write a book report and take a AR quiz upon completion. Peck will continue to expand their leveled book room and continue to pay for the school AR license.

ON-TRACK

Renew active subscriptions to research-based, on-line reading resources and software programs (i.e., BrainPop, Learning A-Z, Accelerated Reader, Smarty Ants, Spelling City) and use the assessment data from these programs to monitor impact on student achievement. After data review, determine if the program has positively supported student literacy, promoting academic achievement."

Jul 01, 2018 to Jun 30, 2019 - Administration

Status history



ON-TRACK

May 03, 2018

Evidence

Online literacy intervention programs for all students who need extra support.

ON-TRACK

Through partnership with the West Lawn Community Public Library, audit the number of students in need of the Chicago Public Library card to ensure active participation in offerings at the library. Collaborate with West Lawn Library to disseminate information about free after-school library programs, free entrance days to Museums program, and appropriate grade level text recommended reading lists to students. The school will continue developing partnerships with the following organizations: Pious Projects; coat drive, Horace Mann; resource support, Vista Equity, White Sox; Good Grade Program, Chicago Bears Mini Monsters Camp, Chicago Blackhawks Clinic,"

Jul 01, 2018 to Jun 30, 2019 - Head Teacher ILT MFS

Status history



ON-TRACK

May 03, 2018

Evidence

Librarian gives information to all students about programs being offered at the library during Open House and Literacy Night

ON-TRACK

ELA Teacher Leaders and Bilingual Teacher Leaders actively engage in Professional Development through workshops and conferences in Literacy, supported by fees provided by the Network to build teacher content expertise to build units of instruction aligned to CCSS. Teacher leaders share the new learning with grade level teams who in turn align the new learning with the needs of the students needs and the school wide Powerful practice."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



ON-TRACK

May 03, 2018

Evidence

Provide funds for opportunities for educational staff to enhance their instructional skills participating in professional communities to enhance their craft by attending conference and/or workshops.

ON-TRACK

Assign interventionists and support staff to monitor student progress for each tier of the MTSS process and to report student achievement on a monthly basis to assess ongoing placement."

Jul 01, 2018 to Jun 30, 2020 - MTSS ILT

Status history



ON-TRACK

May 03, 2018

Evidence

Use students' data, identify those that need intervention. Students are grouped by needs, placed in an intervention group, progress will be monitor and their academic progress evaluated for growth.

ON-TRACK

Collaborate with Metropolitan Family Services (MFS) to support reading and math instruction, and to enhance students' awareness of college and career readiness"

Jul 01, 2018 to Jun 30, 2019 - Administration

Status history



May 3

ON-TRACK

May 03, 2018

Evidence

Partnership is in 2nd year of implementation and will continue as planned. Summer programming is in development.

ON-TRACK

Build teachers' repository of grade appropriate instructional materials, and supplemental materials (i.e., exemplar texts, complex texts, Junior Great Books texts, classroom library/trade books, content specific library/trade books). Conduct end of year audit of existing materials, and order text sets to support increased nonfiction focus in every class."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



May 3

ON-TRACK

May 03, 2018

Evidence

Purchase exemplar text to support instructional support. Enhancement of student support for differentiated instruction to support higher academic achievement for all students in the content area of Reading.

ON-TRACK

Provide Full-Day PreK Classrooms with appropriate, research-based academic instruction and instructional play interactions for students to set the foundation for future success in school, college, and careers."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



May 3

ON-TRACK

May 03, 2018

Evidence

Full Day programming is in discussion with OECE and City of Chicago

ON-TRACK

By September 30th of each year, provide on-going professional development on UbD and Cycles of Continuous Learning using clearly defined processes and guidelines so teachers can more competently design effective lessons."

Jul 01, 2018 to Jun 30, 2020 - Administration ILT

Status history



May 3

ON-TRACK

May 03, 2018

Evidence

These curriculum frameworks are designed to differentiate instruction so that teachers can reach all students, especially students with disabilities, ELLs, and students that are not on-track.

ON-TRACK

To improve educational outcomes and ensure high-quality education attainment, utilize MFS and other After-School reading and math tutoring programs provided by MFS and other partner agencies."

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Tutoring is available to help all students who are eligible (students who receive free and reduced lunch) and show a lack of proficiency in reading.

ON-TRACK

Quarterly, we will identify students needing Tier 3 interventions for MTSS and pair them with interventionists according to subject area to receive small group interventions. During the course of the interventions, students are able to build the skills and confidence they need to participate in the regular classroom setting. Interventionists will progress monitor using TTM reports. 70% of students within the MTSS program will meet their target RIT Growth for the EOY NWEA MAP Test."

Jul 01, 2018 to Jun 30, 2020 - MTSS Coordinator

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Use students' data, identify those that need intervention. Students are grouped by needs, placed in an intervention group, progress will be monitor and their academic progress evaluated for growth.

ON-TRACK

By September 30th of each year, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Meets/Exceeds and develop a small group instruction plan for moving those students from Meets to Exceeds. By September 30th, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Below/Meets and develop a small group instruction plan for moving those students from Below to Meets."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Peck will continue to use the 3+3 strategy to ensure academic growth at all grade levels. As such, continue to demonstrate annual year progress.

ON-TRACK

In the area of Mathematics, 90% of lessons will include Purposing of the Lesson and one or more research-based instructional strategy. Students with disabilities receiving special education services, will improve... points as per their preparedness group indicated on teachers' Student Growth Objectives."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Schedule for peer observations created at grade levels Peer observations and feedback discussed at ILT Meeting Results and feedback for staff shared by ILT members at Grade Level meetings"

ON-TRACK

In order to continue the fidelity of the CMSI curriculum (FOSS, STC, and SEPUP) and to incorporate the Next Generation Science Standards, texts and materials will be purchased as needed to update and refurbish the curriculum kits."

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Peck implements the District supported curriculum for science in grades K-4. It is a guided-inquiry based approach and gives all the students hands-on experience. This is especially beneficial for SWD and ELLs because they can see and do while working with others. The kits need to be refilled every year in order to have the materials necessary to carry on the program. The curriculum builds on the concepts that students need to know in order to meet and exceed state standards.

ON-TRACK

To keep teachers up to date on the latest Science teaching strategies, Peck will provide funding to cover professional development fees, including sub coverage and conference fees."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

In-house professional development opportunities are necessary to understand the Next Generation Science Standards, and to review the scope and sequence to align it to the Next Generation Science Standards.

ON-TRACK

In October of each year, the subscription will be renewed in order to continue BrainPop, BrainPop Jr., BrainPop Espanol, and BrainPop ESL as an online educational resource for teachers and students"

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Creates animated curriculum-based content that supports educators and engages all students with BrainPop Jr. for K-3, BrainPop in English and Spanish, and BrainPop ESL. They feature free lesson plans, video tutorials, PD tools, graphic organizers and best practices for teachers. It is ideal for both group and one to one settings.

ON-TRACK

All PK-4th grade students will participate in Science Day to highlight science and engineering projects. During Science Night, the Science Committee will host a parent night showcasing the students' projects and offering science and engineering activities to parents and students of all ages."

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator Science Committee

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

All students do a Science Day project. This allows all students in these grades to participate. There is a competition, and students explain and demonstrate their projects. In the evening, different classrooms are set-up for students of every grade level and their families to perform some of the science curriculum activities and offer extension activities to parents that can be done at home.

ON-TRACK

During the fourth quarter, the Garden and Art Committees will host the Garden Gala/Art Show as a parent and community event to celebrate our green spaces and to showcase art pieces created by the students."

Jul 01, 2018 to Jun 30, 2020 - Administration Science Coordinator

Status history



ON-TRACK

May 03, 2018

Evidence

Extra curricular activities that take place after-school to extend the development of the science curriculum using the school garden.

BEHIND

Throughout the year, students, parents, and staff will work to develop and maintain the school gardens in order to allow the space to be used during and after the school day as a safe, learning environment. The staff will participate in a professional development about how to use the garden to supplement their teaching, regardless of subject area."

Jul 01, 2018 to Jun 30, 2020 - Science Coordinator

Status history



BEHIND

May 03, 2018

Problem

Continued support for the Garden Committee is necessary to develop and maintain the Learning Garden (edible plants), and the Panther Patch (butterfly sanctuary).

Root Cause

Next steps

ON-TRACK

Peck Science and Garden committees will continue to maintain partnerships with outside agencies and continue to take advantage of professional development and funding opportunities from such groups as Museum of Science and Industry, Openlands, and the Green Teacher Network."

Jul 01, 2018 to Jun 30, 2020 - Administration Science Committees

Status history



ON-TRACK

May 03, 2018

Evidence

As a member of the Green Teacher Network, we have developed relationships with The Kitchen Community and Openlands. It is important to maintain these relationships for their continued support of our gardening/green space projects.

ON-TRACK

Science Leadership School Partners Program implementation."

Jul 01, 2018 to Jun 30, 2019 - Administration Science Coordinator Science Committee

Status history



ON-TRACK

May 03, 2018

Evidence

- Development of Disciplinary School team • Use MSI's digital database system Program evaluation

Strategy 2

ON-TRACK

Learning Behavior Specialist 1(LBS1) have been hired to increase teacher capacity to deliver high quality instruction to DLs. LBS1 understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. The LBS1 utilizes the NWEA/MAP, DIBELS/IDEL, TRC and reading benchmarks assessments to evaluate, inform and deliver instruction to diverse learners. LBS1 meet the HQTs, they hold ESL or bilingual endorsement to meet the needs of the DLs who have been identified as English Language Learners (ELLs)."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Administration will review teacher credentials ascertaining proper license.

ON-TRACK

ALL teachers actively engage in professional development through workshops and conferences in differentiating instruction to meet the needs of diverse learners, struggling readers, English language learners, etc. Funding will be provided by bilingual education, special education to increase students academic growth aligned with the CCSS."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

ILT will review materials to supplement instruction in the classrooms.

ON-TRACK

Review materials being used. Their effectiveness and limitations are to be consider at every grade level. Consider the purchasing of new instructional materials to meet the needs of DLs will be acquired for implementation of core content areas. For instance, Raz Kids, Reading A to Z are few of reading support programs that have ebooks on-line for students to read at their independent and instructional level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

ON-TRACK

May 03, 2018

Evidence

Conference fees/workshop fees for the teachers and para educators to attend their professional development to increase their knowledge of current special education practices and strategies.

NOT STARTED

All teachers and paraprofessionals will attend professional development throughout the school year in order to enhance their professional skills and practices as they deliver instruction and support to diverse learners."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history

May 3

NOT STARTED

May 03, 2018

Evidence

ILT will review materials to supplement instruction in the classrooms.

ON-TRACK

Unit Lesson planning in the core content areas will be developed by the general education teacher and the LBS1 to plan, deliver instruction, evaluate and measure student's growth and progress. Teacher made assessments, grade level content benchmark assessments, and beginning, middle and end of the

year assessments will be used to measure student's academic growth; such as, NWEA, DIBELS/IDEL, TRC, quarterly benchmarks and reading benchmark assessments are assessments that will be utilized for academic growth."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history



May 3

ON-TRACK May 03, 2018
Evidence
ILT will review materials to supplement instruction in the classrooms.

ON-TRACK
Students' differences and similarities will be utilized to inform and to plan instruction. Ongoing, formative assessment: reading benchmark assessments, progress monitoring and quarterly assessments will be used to assess and to identify students' strengths and areas of need so they can meet students where they are and help them move forward. The results of ongoing assessments will enable teachers to develop differentiated lessons that meet every students' needs."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history



May 3

ON-TRACK May 03, 2018
Evidence
ILT will review materials to supplement instruction in the classrooms.

ON-TRACK
LSB1 and general education teachers meet on a weekly basis to collaborate on student's progress and to ensure that the IEPs are implemented with fidelity."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



May 3

ON-TRACK May 03, 2018
Evidence
Administration will align schedules to meet the needs.

ON-TRACK
Review materials being used. Their effectiveness and limitations are to be considered at every grade level. Considering the purchase of new instructional materials to meet the needs of DLs will be acquired for implementation of core content areas. For instance, Reading Plus, Raz Kids, Reading A to Z are a few of the reading support programs that have ebooks on-line for students to read at their independent and instructional level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure."

Jul 01, 2018 to Jun 30, 2020 - Administration ILT Grade Levels

Status history



May 3

ON-TRACK May 03, 2018
Evidence
ILT will review materials to supplement instruction in the classrooms.

Strategy 3

ON-TRACK
Peck School will conduct a parent survey to find topics of interests parents and guardians would like to participate at school. In this manner, support is extended to members of the community to meet their needs and wants. As a result, parent programs will be made available, thus enhancing parental and

community involvement."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



May 3

ON-TRACK May 03, 2018
Evidence
Student and parent classes have been organized for a minimum 12-hour week.

ON-TRACK
Peck School will send notices, post it on the school website, and display on the marquee of parents' meetings or events in this manner ensuring parental and community participation and advisement."

Jul 01, 2018 to Jun 30, 2020 - Administration

Status history



May 3

ON-TRACK
May 03, 2018
Evidence
Encourage parents to attend workshops, seminars, and conferences to improve their effective participation in the educational process of their children.

ON-TRACK CPC Designed and Developed programming"
Jul 01, 2018 to Jun 30, 2020 - Administration Head Teacher Child Parent Center

Status history



May 3

ON-TRACK May 03, 2018
Evidence
Parent/Child Computer Activities; Exercise classes; computer classes; ESL classes; Home Visits.

ON-TRACK
Peck school will provide professional development for staff beginning in August and ending in June in order to best support the social and emotional needs of all students. This includes professional development on crisis management and integrating SEL into the curriculum, consultation with staff and parents, referrals for community resources, psycho social and developmental education and interventions, and grade level consultation."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history



May 3

ON-TRACK May 03, 2018
Evidence

NOT STARTED
Peck School will provide school-wide SEL programming beginning in August and ending in June for students based on the individualized needs of students. Data collected from the student needs assessment will drive programming needed. Programming includes Social and Emotional Learning After school program, psycho social /developmental education and interventions, advocacy, resource mobilization, therapy groups, CARES training, Life-Skills training, developmental guidance lessons in the classroom, anti-bullying groups, conflict resolution groups, art therapy, and Communities in Schools partnership"

Jul 01, 2018 to Jun 30, 2020 - Counselor SSW

Status history



May 3

NOT STARTED

May 03, 2018

Evidence

Small Groups during the day organized by Counselor & SSW

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 these 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.

ESSA Program

ESSA 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.

ESSA 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

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Through a transparent process of discussion and reflection, the school community at Peck Elementary will support and include parental input in its school review and improvement plan. By surveying parents and seeking their input on relevant discussions, the school takes a proactive approach to parental involvement in the development and periodic review and revision of the ESSA, Title I plan and policy implementation plan. There is regular, effective two-way communication between the school and families regarding school-related matters and the monthly meetings are opportunities for parents and community members to provide input and feedback with the purpose of school improvement in both learning and function. The school community shares the leadership and resources, including time, expertise, and facilities to run programs for students and their parents.

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

At the beginning of the academic year, the Peck School administration and supporting staff will call for a meeting of parents and community members to inform them of the mission and purpose of the PAC at Peck School, as well as the election of parent representatives for the committee. Upon presenting the information and explaining the roles and responsibilities within the parent group--such as their advisory role within the Local School Council--the election takes place. The committee then creates a schedule that takes into consideration parent schedules, as well as space availability--with a minimum requirement of 6 meetings for the year. The parent liaison, along with the PAC committee will write and distribute meeting notices, post around the school, as well as notify individuals responsible for other means of communication to display meeting information (as needed). The Title I Annual Meeting and Title I PAC Organizational Meeting were held on September 13, 2018.

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

Parents will be given an opportunity to provide input into the programming and informational services that are provided by the school and community partners. Through the use of surveys and suggestion boxes, this information will be utilized by the parent committee and school administration to organize and provide programming in the areas of parenting, academic skill development, health and safety, homework support, and other such topics.

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 will be informed of the district promotion policy at the beginning of the year and informed of its implications regarding state and local district-wide assessments. Once assessment reports are received by the school, parents will receive their child's information. This information will be provided, by at least, a week before the end of the academic school year.

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

Parents will receive notice, during the first quarter of the school year, that they can request teacher information regarding their highly qualified status. In cases where students are being serviced by a non-assigned teacher for at least (4) consecutive weeks, parents will receive notification immediately.

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.

Parents will receive progress reports every (5) weeks and quarterly report cards indicating their child's mastery or academic proficiency in various core curriculum areas. If necessary, in collaboration with the teacher, student, and parent--a remediation plan for academic achievement will be set in place in order to improve academic achievement. The school will also purchase agendas for students that contain school and district policies, important dates, and other pertinent information. The district also provides parents access to the CPS Parent Portal where parents can monitor their child's academic progress. Grade levels host Parent Portal workshops where parents are invited to register for the program and are guided through accessing pertinent information. Parents are informed that all requests to access Parent Portal must be done in person.

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.

Meetings, notices, and presentations made at parent meetings will be provided in English and in the language(s) of the student population. Parents will be surveyed through a questionnaire at the beginning of the year about their preferred method of communication in order to appropriately provide services to the community and all school stakeholders.

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.

Through a combined effort of parent, teachers, and students--the school will provide various teacher-led activities that support the home-school connection. These activities, such as Literacy, Math, Science and other curriculum activities/fairs will provide parents with ideas and resources that enable parents to play a more active role in their child's academic progression. Also, throughout collaborative relationship with community partners, provide workshops and training in health, technology, ESL, and other training--all in an effort to improve their personal capacity as both parents and community members.

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.

Peck School, in conjunction with the Head Start Program, provides services and programming for our students at the Early Childhood Center. Head Start helps to create healthy development in low-income children ages three to five. Through our collaborative efforts, Peck School and Head Start offer services that depend on each child and family's culture and experience, to influence all aspects of a child's development and learning. Through our Family and Community Partnerships, Peck School and Head Start offer parents opportunities and support as they identify and meet their own goals, nurture their children in the context of their family and culture, and advocate for communities that support children and families of all cultures. Each month, Peck School and Head Start provide parenting workshops that focus on healthy living, dietary decisions, homework support, and other educational skills and development issues.

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.

Meetings, notices, and presentations made at parent meetings will be provided in English and in the language(s) of the student population. Parents will be surveyed through a questionnaire at the beginning of the year about their preferred method of communication in order to appropriately provide services to the community and all school stakeholders.

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)

N/A

School-Parent Compact

Complete

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

Through a combined effort of all stakeholders, Peck School will provide a nurturing and safe learning environment by focusing on high quality instruction in the core curriculum areas to help ensure that all students are college and career ready. Peck School will provide needed educational programs for parents and community in support of learning and personal development. Peck School will provide opportunities for all staff to pursue higher education in a variety of areas to build professional capacity in our school.

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.

The school will hold parent-teacher conferences at minimum of (2) official days per year--according to district policy.

Tentative Dates for Report Card/Parent-Teacher Conferences are:

- Q1 on Wednesday, November 14, 2018
- Q3 on Wednesday, April 10, 2019

Report Card Distribution Days are:

- Q2 on February 08, 2019
- Q4 on June 18, 2019

For those students requiring more individualized or corrective monitoring/assistance, parent-teacher conferences will be organized by the teacher and parent discretion and a remediation plan will be developed and approved by student, parent, teacher, and administrator.

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

Parents will receive an academic progress report every 5th Week of the Quarter. If student(s) require more monitoring, then a remediation plan will be put in place by the teacher/parent/student(s). The school also shares student access codes with parents throughout the year so that they can have access to the CPS Parent Portal--where parents can access their child's grades and attendance records. Parents have access to student information and can email their child's teacher directly from the website.

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

Parents will be informed early in the year, as well as in the student planner, that staff are available to conference with parent(s) before and after the student school day.

Staff are tentatively accessible during the following times:
8:05-8:30 AM and after 3:30 PM (at parent/teacher discretion)
These times are open to change.

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.

- Peck School will follow District policy and procedure in affording parents the opportunity to volunteer.
- * Parent volunteers must complete the enrollment form and undergo a background investigation (per CPS policy).
- * All prospective volunteers must be interviewed and approved by the principal of the school where they want to volunteer.

Once parent volunteers are approved by the board and assigned by the principal, they will be placed in classrooms and grade-levels that have requested assistance. If parents are interested in observing the classroom or participating in the classroom, then in coordination with the teacher and the school administration, a time will be appropriated as requested by the parties.

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

Parents will support their children's learning by monitoring attendance, homework completion, and behavior through the use of the district provided parent portal as well as the school-provided student planner.

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

Through the active participation of the various advisory committees at the school, such as the Local School Council (LSC), Bilingual Advisory Committee (BAC), and the Parent Advisory Committee (PAC), to inform and support the decisions that impact the education of their children. These committees will meet independently at the school.

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).

Peck School has successfully implemented and sustains our Positive Behavior Interventions System (PBIS). Through our continued efforts with this program, students are encouraged to:
Be Responsible. Be Respectful. Celebrate Success and Always Do Your Best Work.
Members of the school community actively engage and encourage students to demonstrate positive behaviors through the school's "Panther Paw" system. "Panther Paws" are coupons, which are handed out to the staff and then rewarded to students by staff members, during the school year. Each "Panther Paw" can be redeemed for goods in the school store once a quarter. Each "Panther Paw" has a spot for the staff member to write his or her name on it. When staff notices a student demonstrating positive behavior, they will hand a "Panther Paw" to the student and verbally acknowledge the positive behavior. It is then the student's responsibility to fill out their name and room number and keep track of it until s/he is ready to redeem their "Panther Paw".

Parent Budget

Complete

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

Peck School's goal is to increase student academic achievement through a collaborative and cohesive approach. When all stakeholders work together and work within district provided guidelines and pursue what is legal, ethical and in the best interest of students.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00

53405 **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

\$	4407	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	1000	.00
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54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	0	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	3981	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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