



Josiah Pickard Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Rigo Hernandez	Principal	rhernandez3@cps.edu	Has access
Phil Yasenak	Assistant Principal	payasenak@cps.edu	Has access
Anne Berenguer	Interventionist / Reading Coach	acberenguer@cps.edu	Has access
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Marina Mantel	Lang. Arts Teacher	mlmantel@cps.edu	Has access
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Deborah Brogan	Math Teacher 8th Grade	dmbrogan@cps.edu	No Access
Castro Martha	LSC / Community Representative	castroj0136@sbcglobal.net	No Access
Erika Vargas	LSC President / Parent	erikafelipe2006@yahoo.com	No Access
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Team meetings

Date	Participants	Topic
02/08/2018	Mr. R. Hernandez, Ms. Falilat, ISL, Mr. Phil Yasenak, AP, Ms. Anne Berenguer, Mr. Miguel Franco, Teacher, Ms. Hillyer, Counselor, Ms. Mantel, Teacher, Ms. Brogan, Teacher, Ms. E. Pimentel, Sped. Teacher, Erin McDonald, Librarian, Erika Yanez, Kg. Teacher, Ms. R. Mendoza, Bilingual Teacher	Identification of 2018-2020 CIWP SEF Priority Areas.
02/06/2018	Ms. Berenguer, Mr. Yasenak, Ms. Hillyer, R. Hernandez	Review of the 2016-2018 CIWP SEF Priority Areas
02/26/2018	Ms. Berenguer and Mr. R. Hernandez	Review 2016-2018 School Excellence Framework / Scores
03/01/2018	Ms. Berenguer, Ms. Mantel, Ms. Pimentel, Ms. Hillyer, Ms. McDonald, Ms. Yanez, Ms. Brogan, Mr. Franco, Ms. Mendoza, Mr. Yasenak and Mr. Hernandez	ILT discussed CIWP item in the agenda and reached out a general consensus about the SEF priority areas.
03/02/2018	Ms. McDonald, Ms. Hillyer, Ms. Berenguer and Mr. Hernandez	Working on the SEF "Culture for Learning Strategies", Parent Plan, Parent Involvement Policy Parent Compact and parent Budget.
03/05/2018	Mr. Hernandez, Mr. Yasenak, Ms. Mantel	Framework evidence for Leadership and ILT
03/06/2018	Mr. Hernandez, Mr Yasenak, Mrs. Berenguer	Framework evidence for Aligned Resource and Professional Development
03/07/2018	Mr. Hernandez, Mr. Yasenak, Ms. Mcdonald, Ms. Mantel and Ms. Berenguer	Framework evidence for Curriculum and Instruction and Goal Setting
03/08/2018	Mr. Hernandez, Mr. Yasenak, Ms. Berenguer, Ms. Brogan, Ms. Mantel.	Data from SQRP and REACH discussed.
03/13/2018	Mr. Hernandez, Mr. Yasenak, Ms. Berenguer	Priority area strategies completed.
03/14/2018	Mr. Hernandez, Ms. Mantel, Ms. Berenguer, Ms. Hillyer	Action items for priority areas of Culture and Climate and MTSS worked on
03/14/2018	Mr. Hernandez, Mr. Yasenak, Ms. Brogan	Action items for Rigorous Tasks in Math
03/14/2018	Mr. Hernandez, Ms. Mantel, Ms. Berenguer	First draft review of entire document

03/05/2018

Administration and LSC Members

Met and discussed SY 18-20 goals and NCLB budget

04/02/2018

Mr. Hernandez, Maria Silva, Erica Vargas, Anne Berenguer, Francisca Gonzalez

Revisions of the final draft

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

\*According to the 2017 5Essentials our school was rated as Strong in the performance category of Program Coherence which indicates our school's curriculum is aligned and our instructional material is well-coordinated across the grade levels and "supported" by technology devices, Google Classroom activities and academic supplemental software .

\*According to The 2017 5Essentials our school was rated Very Strong in the category of "Collaborative Teachers and Collaborative Practices". This is an indicator the school has been able to establish a "culture of inquiry" which means at this time our teachers feel and act with a sense of commitment to work toward fulfilling Pickard's mission and vision.

\*All our Academic and Social/Emotional programs are aligned, integrated and designed to support each other. Each program has a designated leader. An owner is accountable for action plans and members who work in collaboration to accomplish goals with progress monitoring ongoing to measure the success of each program and redirect efforts when necessary.

\*Parent training also supports the social/emotional well-being and the academic achievement and growth of Pickard students, as demonstrated by the numerous Professional Development/ Workshops provided for the parents by the school. As of March 1, 2018 we have had 37 Parent Meetings which include those required by the LSC, BAC, No Child Left Behind and the Early Childhood Program. Also, there has been training provided by the teachers at the request of the parents in areas such as Literacy and Technology.

\*All school activities are coherent and consistent to support holistic student growth. For example, the school trained the staff throughout one school year to effectively use CHAMPS: A Proactive and Positive Approach to Classroom Management. This has helped us to nearly eliminate out-of-school suspensions.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

4d- Growing and Developing Professionally

Basic: 0%

Proficient: 47%

Distinguished: 53%

4e Demonstrating Professionalism

Basic:0%

Proficient: 47%

Distinguished: 53%

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

According to the ILT Effectiveness Rubric, Pickard School scores 3 or 4 for each component:

\*Our team composition includes representatives from different grade bands, (primary.intermediate, upper grades). We have a Diverse Learner teacher and 3 bilingual teachers. Our Counselor, Interventionist and Librarian are also on the ILT team.

\*Our team has roles and responsibilities that are rotated quarterly: Facilitator, Timekeeper and Note taker.

\*The ILT receives frequent data and the data is presented and discussed as a team to design the strategy to reach our goals and then redirect our instruction or focus to achieve school, network and district goals.

\* We create a tentative calendar for ILT meetings at the beginning of the year, aligned to data availability including summative and formative assessments.

\*Other unscheduled meetings are called to address unplanned concerns and issues such as student attendance and tardies, chronic absenteeism or any other needs that may arise.

\*For each meeting there is an agenda that includes "Old Business" and "minutes" which is a follow-up and evaluation of the progress being made on prior action items. "New Business" is aligned to these prior results and to current events in order to move forward.

\* Meeting agenda item time is adjusted when necessary in order to expand upon items that need a more detailed problem solving approach in order to determine root causes and find potential solutions.

\*We have created a culture of inquiry and trust among our ILT members and staff regarding any decision making in the building.

\*Team members are aware that the usage of protocol with a clear focus provides structure and consistency to achieve the goals.

\*Our team uses Dashboard data to track attendance trends and identify students with chronic absenteeism. On-Track data is also used to evaluate our attendance efforts and to reflect on our student assessment, grading and the next action steps.

\*Progress reports and Report cards are individually reviewed and teachers are asked to provide evidence of communication with parents and tiered interventions for those students who are not "On-Track". As a result of this analysis our ILT created an internal protocol for student absences and tardies. For every second day consecutive absence the teacher contacts families to be proactive and avoid the 5 and 10 day letters required by the district. Weekly, teachers are to turn in to the administration their "contact logs" for accountability.

\*NWEA and TRC data provided by the Network is used frequently to help us plan our instructional strategies aligned to our school's Theory of Action.

\*Our discussions and data analysis lead to action items that are clearly stated and assigned to specific team member in order to ensure ownership and accountability.

\*Everyone on the team is encouraged to be an active participant and to collaborate in the process.

\*Low performance is discussed honestly and fairly in an effort to provide professional guidance for improvement. For example, peer to peer observations take place as needed when recommended by the Administration team and/or the teachers own initiative.

\*ILT members are highly encouraged to explain and share the work of the team with other staff members.

\*All Minutes from ILT meetings are distributed electronically and in hard copy form to all stakeholders: Teachers, SECAS, School Assistants, Office Personnel, LSC members, Custodians.

## Guide for Instructional Leadership Team

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

- formatively to review and revise school and classroom practices as needed.
    - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

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

### Professional Learning:

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

Score

1 2 **3** 4

\*The teachers in our school participate in effective professional development and continually work to improve their practice. According to the 2017-2018 Elementary School Quality Rating Report, Pickard is rated a Level 1 Plus School in Good Standing. According to the report, Pickard is in the 79th percentile for National School Growth in Reading and in the 93rd percentile for growth in Math. The percentage of students meeting or exceeding National Average Growth Norms is at 64.1. Hispanic growth percentile in Reading is at the 81 and English Language Learner Growth Percentile in Reading is 52. Hispanic Growth percentile in Math is 93. English Language Learner Growth Percentile in Math is 99. According to the NWEA Attainment Indicators, we are in the 79th percentile for Reading and the 89th percentile in Math for grade 3-8. We are in the 82nd percentile in both Reading and Math for 2nd grade in the same category.

\*Our ILT works to design 3 to 4 Learning Cycles each school year, based on our Theory of Action. Teachers are assigned professional readings and viewings to help expand their knowledge of each cycle's focus. Through scheduled peer to peer observations teachers are given an opportunity for safe practice and provided feedback for professional growth.

\*According to the 5Essentials our school's performance rating for 2017 was Very Strong in the category of Collaborative Teachers. 100% of teachers agreed or strongly agreed that professional development had been sustained and focused. 94% agreed or strongly agreed their professional development was connected to our school's improvement plan.

\*Pickard redistributed some required PD into twelve 30 minute sessions. Our main areas of concentration were School Climate and Curriculum and Instruction ie. Restorative Practices, Community Engagement, Student-led Incentives, Technology Integration and MTSS, Unit Planning with Accommodations and Modifications for Diverse Learners and English Language Learners.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

4a- Reflecting on Teaching and Learning:

Basic: 0%

Proficient: 49%

Distinguished 51%

4d Growing and Developing Professionally

Basic: 0%

Proficient: 47%

Distinguished 53%

4e Demonstrating Professionalism

Basic: 0%

Proficient: 49%

Distinguished: 51%

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	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"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

1 2 **3** 4

\*All budget priorities are determined to satisfy the needs of the instructional programs in the school.

\*The turnover at Pickard is minimal. Those who have left have done so due to relocation to another state/country or changing of profession.

\*The school administration interviews new candidates with a group of teachers which include those from different areas of expertise.

\*New candidate interviews are guided by a list of predetermined questions which is applicable to all candidates.

\*Our curriculum as well as daily functioning is assisted through external partnerships with:

-The Boys and Girls Club which provides extra-curricula activities, homework assistance and snacks for our students after-school  
-Rush Hospital Education Liaison works with Kindergarten-4th grade teachers and students to supplement our Science curriculum with STEM lessons, field trips and Professional Development for teachers.

-The Chicago Symphony Orchestra works with our 4th and 5th grade teachers providing music lessons, performances and field trips to the CSO.

-Mighty Acorns works with 2nd through 5th grade teachers to plan environmental science field trips to enhance our Science curriculum.

- The Childlink Agency provides social/emotional evaluations, individual and small group counseling for students and their families.

-Relativity funded our technology program through a grant in 2015. Pickard was one of the two schools citywide that was awarded \$250,000 over a period of three years. This grant expanded our students' instructional learning and current successful scores are in part a result of this investment in technology. This Software corporation continues to support Pickard through its funding of field trips and donations for student incentives.

-IMPACT is a software company that hosts and funds a yearly holiday celebration for our school by providing gifts for our K-4th grade students.

-Ingenuity provides dance lessons and organizes a performance for our school community.

-Urban Gateways provides opportunities for our students to participate in Fine Arts activities.

\*According to the 2017 5Essentials our school rates Strong in Effective Leadership. 92% of teachers report that our curriculum, instruction and learning materials are well coordinated across grade levels This demonstrates the budget is focused on instruction and designed to meet the instructional needs of the entire student population, including all the subgroups.

\*According to the 2017 5Essentials our school rates Strong in Program Coherence. This indicates strong support of the instructional goals for student learning by supplementing with before and after-school tutoring programs which includes targeted instruction to Diverse Learners and English Language Learners. Technology is budgeted to ensure the necessary devices and academic supplemental software programs are available to support the learning process and enhance instruction. Also, the school budget is currently providing a stipend to three teachers to teach Algebra to 6th, 7th and 8th grade students before school.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

4a Reflecting on Teaching and Learning:

Basic: 0%

Proficient: 49%

Distinguished 51%

4e Demonstrating Professionalism

Basic: 0%

Proficient: 49%

Distinguished: 51%

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

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

\*Our Literacy Curriculum in grades K-8 consists of CCSS aligned units of study which were designed by teachers under the guidance of the CPS Literacy Content Framework and integrated with Social Science Standards. Each 8 to 10 week unit includes diagnostic, formative and summative assessments.

\*Literacy unit tasks and summative assessments are differentiated and accommodated for our Diverse Learners, English Language Learners and our Tier 1, 2 and 3 students. Units include activities which provide enrichment, remediation, modifications and accommodations.

\*For Math we use Engage New York which is aligned to the CCSS and provides our scope and sequence. Teachers create daily lesson plans which include differentiated instruction and tasks/assessments for, but not limited to, Diverse Learners, English Language Learners, and Students in Tiers 2 and 3. Enrichment is provided for those students who exceed standards based on NWEA RIT Band Scores and classroom assessments.

\*Literacy units and Math lessons are also aligned to WIDA standards to meet the varied needs of our English Language Learners.

\*During weekly grade-level meetings for Math and Literacy teachers analyze student work samples, checking for learning objectives aligned to the CCSS, rigor-complex tasks, and differentiation. Teachers report the number of students who have met or exceeded the standard(s) addressed in the task and then discuss strategies for supporting those students who were not able to meet the standard(s).

\*According to the 2017 5Essentials Survey our school's performance rating is Very Strong in the areas of Ambitious Instruction and Collaborative Teachers. Our School also rates Strong for Effective Leaders. These results indicate that Pickard's Administration and Teachers work together to ensure that the school's curriculum is challenging and engaging.

CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

3a- Communicating with Students

Basic: 0%

Proficient: 55%

Distinguished: 45%

3c Engaging Students in Learning:

Basic: 3%

Proficient: 66%

Distinguished: 31%

1a Demonstrating Knowledge of Content and Pedagogy

Basic: 0%

Proficient: 40%

Distinguished: 50%

1d Designing Coherent Construction

Basic: 0%

Proficient: 74%

Distinguished: 26%

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

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 **3** 4

\*Each of our students in grades Pre-K to 8th have access to technology that includes a 1:1 student to Chromebook ratio. Teachers have Starboards that allow them to use technology for modeling and guided practice. A variety of instructional software supplements the curriculum and provides differentiated instruction in Literacy, Math and Science.

\*In the primary grades students use software that supports the foundational reading skills of phonemic awareness, phonics and fluency as well as comprehension and vocabulary. (Raz Kids Plus, Headsprouts, IXL math and reading and Compass Learning). IStation software supports our primary students who are learning to read and comprehend in Spanish. IXL and Moby Max software support our primary students in both math computational and problem solving skills.

\*In the middle and upper grades our Literacy curriculum is supplemented with several academic software programs. Newsela provides teachers with nonfiction texts for their students written at 3 different lexiles. Compass Learning uses the Gradual Release, (modeling, guided practice and independent practice) to develop skills and strategies for Reading comprehension and vocabulary acquisition. IXL Language Arts reinforces our Literacy curriculum with practice exercises for specific Reading and Writing skills.

\*In the middle and upper grades our Math curriculum is supplemented with Kahn Academy. It offers an instructional component for reteaching or enrichment. IXL provides practice that leads to mastery of Math skills previously taught through our Engage New York Curriculum.

\*Our software products have analytics that include diagnostic and progress monitoring tools that assist us in designing individualized interventions and setting growth targets.

\*According to the 5Essentials Survey our school's Performance score for Ambitious Instruction is Very Strong, indicating that the instructional materials used at our school are effective in developing critical Literacy, Math, Thinking skills. Our SQRP attainment and growth measures, (received 4 or 5 points for each indicator), also demonstrates effectiveness in meeting the varied needs of our learners.

CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report) 1a Demonstrating Knowledge of Content and Pedagogy

Basic: 0%

Proficient: 40%

Distinguished: 50%

1b Demonstrating Knowledge of Students

Basic: 0%

Proficient: 40%

Distinguished: 60%

1c Selecting Instructional Outcomes Demonstrating

Basic: 0%

Proficient: 91%

Distinguished: 9%

1d Designing Coherent Construction

Basic: 0%

Proficient: 74%

Distinguished: 26%

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.

- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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)

### Score

1 2 **3** 4

\*Teachers formally examine student work with their peers in grade bands at least twice monthly in an effort to ensure that rigorous and complex tasks and activities are planned for and implemented. For the last two years, our learning cycles have focused on questioning, discussion and collaborative tasks. Teachers have received multiple professional resources to enhance their knowledge of the cycle focus areas specific to their grade band or subject area. Peer observations provide teachers the opportunity for "safe practice" of their craft with feedback from their colleagues. We also schedule two internal learning walks yearly to progress monitor our learning cycle goals.

\*According to the 5Essentials Survey, our school's performance score for Ambitious Instruction is Very Strong indicating that instruction at Pickard is challenging and engaging. Among the four indicators of this category, our school scored 90 for the Quality of Student Discussion and 92 for Academic Press which indicates the students are working towards reaching specific goals set by themselves in collaboration with staff. 99% of our students agree/strongly agree that their teacher wants them to "become better thinkers, not just memorize things." This is the essence of rigor and task complexity in elementary school.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

1d Designing Coherent Construction

Basic: 0%

Proficient: 74%

Distinguished: 26%

2b Establishing a Culture for Learning

Basic: 0%

Proficient: 79%

Distinguished: 21%

3b Using Questioning and Discussion Technique

Basic: 8%

Proficient: 92%

Distinguished: 0%

3c Engaging Students in Learning

Basic: 3%

Proficient: 92%

Distinguished: 0%

## 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

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

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

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)

Score

1 2 **3** 4

\*Pickard continuously strives to close the achievement gap and help every student reach their full potential. Our school Counselor assists students and their parents in navigating the GoCPS tool in order to explore high school choices and shadowing or touring opportunities of the various CPS high school's available to our students.

\*Our Out-of School Time opportunities included career exploration and community service projects.

\*Several staff members in our building have been trained on the Naviance software tool and will begin implementing its' usage this spring to help our students build confidence in their ability to set and work toward long-term college and career goals.

\*According to the 5Essentials Survey, our school's performance score for Ambitious Instruction is Very Strong and for Supportive Environment we scored Strong. 92% of our students report that their classes require hard work for success most or all of the time. This indicates that at Pickard, we are preparing our students for the challenges they may meet in High School and beyond. Students are learning the value of strategic and hard work while gaining confidence in their personal abilities.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2b Establishing a Culture for Learning

Basic 0%

Proficient 79%

Distinguished 21%

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Persistence/Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
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

\*Teachers scaffold instruction using the Gradual Release of Responsibility model. Clear, measurable objectives aligned to the CCSS and checking for understanding are part of all scaffolded lessons. As a result of our participation in this year's District Summits, teachers are also beginning to incorporate more inquiry-based and collaborative tasks to heighten student curiosity and increase engagement. Instruction is differentiated for Diverse Learners, English Language Learners and identified Tier 2 and 3 students. During 2016/17 and 2017/18 our Learning Cycle focus has been on questioning and collaborative discussions and tasks. Through professional development opportunities as well as independent study of readings and viewings, teachers have worked toward honing their craft in these areas. Peer observations with feedback have also been instrumental in improving and enhancing instructional practices. During grade level meetings student work and assessments are analyzed. Instructional decisions are made based on the data gathered from these meetings.

\*According to the 2017 5Essentials Pickard rates Very Strong in Academic Press. 99% of the students report that their teacher wants them to become better thinkers and not just memorize things. 93% agree or strongly agree that their classes really make them think. These responses from our students demonstrate that teachers are delivering high quality instruction that engages and challenges their students.

\*CPS Framework for Teaching(Data collected from the 2016/17 Reach Students Educator Evaluation Report)

3a Communicating with Students

Basic: 0%

Proficient: 55%

Distinguished: 45%

3b Using Questioning and Discussion Techniques

Basic: 8%

Proficient: 92%

Distinguished: 0%

3c Engaging Students in Learning

Basic: 3%

Proficient: 66%

Distinguished: 31%

3d Using Assessment in Instruction

Basic: 2%

Proficient: 83%

Distinguished: 15%

3e Demonstrating Flexibility and Responsiveness

Basic: 0%

Proficient: 95%

Distinguished: 5%

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

### 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

Pickard data is produced by our own school data team which is analyzed and compared with the district data. Data is discussed, analyzed, and used to redirect instruction to meet our school's TOA priorities. Data is discussed at ILT Meeting and Grade Level Meetings. Data is also shared via e-mail and during meetings with the teachers, staff and LSC.

We have summative assessments from different sources such as TRC, Access, NWEA and Teacher created Performance Tasks at the end of each Literacy Unit. For formative assessments and progress monitoring we use data provided by MClass (TRC, Dibels) for English and Spanish Reading progress among our K-2 students. Analytics from our academic software (Compass Learning, IXL Language Arts and Math, Newsela) allow teachers and administration to generate progress reports in order identify learning gaps. We also utilize data from psychological reports to target specific gaps in the learning process for our Diverse Learner population.

In order to ensure a balanced assessment system and monitor student progress the administration reviews each progress report and report card to identify students who are not meeting standards, creating our own data for grade distribution. Root causes with teachers are then discussed in order to put in place appropriate interventions.

According to the 2017 5Essentials, Pickard's Performance score for Ambitious Instruction is Very Strong. This indicates that teachers and administrators collaborate by developing rubrics, grading scales, and performance tasks which assess student understanding and mastery of instruction. By progress monitoring throughout the school year we are able to redirect the instruction and provide targeted interventions to close the achievement gap.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

1c Selecting Learning Objectives

Basic: 0%

Proficient: 91%

Distinguished: 9%

1a Demonstrating Knowledge of Content and Pedagogy

Basic: 0%

Proficient: 40%

Distinguished: 60%

3d Using Assessment in Instruction

Basic: 2%

Proficient: 83%

Distinguished: 15%

4a Reflecting on Teaching and Learning:

Basic: 0%

Proficient: 49%

Distinguished: 51%

4b Maintaining Accurate Records

Basic: 0%

Proficient: 68%

Distinguished: 32%

## 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
	✓ SGRP
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
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

\*Based on criteria developed in cooperation between administration and teacher teams, all students in the general education program are identified as receiving tiered instruction four times yearly. Progress is monitored frequently and tier placement is fluid. Academic interventions and acceleration is built into the schedules of our 6th through 8th grade classes. Our K-5th grade teachers provide interventions during their scheduled Math and Literacy minutes. Tier 2 and 3 academic interventions are also provided before or after school for some of our students.

\*Pickard also provides several Tier 1, 2 and 3 Social/Emotional programs and interventions. Our PATH's curriculum serves all our students in grades K-3 as a weekly Tier 1 program to promote emotional and social competencies. CHAMPS strategies and Restorative Practices are utilized in grades 4-8 to provide Tier 1 social and emotional support. Another Tier 1 resource we provide for our 6th -8th grade students is the Lifeskill's Core Curriculum facilitated by staff from the Pilsen Wellness Center.

\*For Tier 2 and 3 SEL supports Pickard has partnered with Childlink and The Pilsen Wellness Center. Childlink provides group counseling services for students who require supports beyond our Tier 1 curriculum. The Pilsen Wellness center does the same but in addition includes individual student, parent, and teacher counseling sessions for 6th-8th grade youth at our school that qualify for their Cognitive Behavioral Intervention for Trauma in Schools program.

\*According to the 2017 5essentials, Pickard rates Strong in Academic Personalism. 93% or more of our students agreed or strongly agreed with all statements regarding teacher support of student achievement. For example, 94% of students report that their teacher notices if they have trouble learning something and explains things in a different way if something is not understood in class. These student responses indicate that Pickard is differentiating instruction and has systems in place to meet the varied academic needs of our students. 99% of students report their teacher expects everyone to work hard. This indicates that high standards are set for all students, including Diverse Learners, English Language Learners, and students receiving Tier 2 and 3 instruction.

\*CPS Framework for Teaching (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

1a Demonstrating Knowledge of Content and Pedagogy

Basic: 0%

Proficient: 40%

Distinguished: 50%

1b Demonstrating Knowledge of Students

Basic: 0%

Proficient: 40%

Distinguished: 60%

1d Designing Coherent Instruction

Basic: 0%

Proficient: 74%

Distinguished: 26%

2d Managing Student Behavior

Basic: 0%

Proficient: 21%

Distinguished: 79%

3d Using Assessment in Instruction

Basic: 2%

Proficient: 83%

Distinguished: 15%

3e Demonstrating Flexibility and Responsiveness

Basic: 0%

Proficient: 95%

Distinguished: 5%

4b Maintaining Accurate Records

Basic: 0%

Proficient: 68%

Distinguished: 32%

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

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

\*Pickard is continually working toward creating a school climate and culture that is positive and conducive to learning. Our Tier 1 Social/Emotional programs and resources, including PATHS, CHAMPS, and Restorative Practices help us to instill a growth mindset in our students.

\*Our School Climate Committee plans and implements incentive programs for academic achievement, growth and excellent attendance.

\*According to the 2017 5Essentials, Pickard rates Very Strong in the category of Academic Press indicating that most of our students believe that their teachers expect them to do their best and to meet academic demands. 97% of our students agree or strongly agree that the teacher expects them to do their best at all times.

\*According to the 2017 5Essentials Pickard rates Strong in the area of Collective Responsibility. 100% of the teachers responded that most or nearly all teachers in our school feel responsible that all students learn and 91% believe that most or nearly all teachers in our school feel responsible to help each other to do their best to facilitate student academic and social emotional growth. This demonstrates a positive Culture for Learning is in place at Pickard.

\*According to the 2017 5Essentials Survey Pickard's Performance rating for Supportive Environment is Strong, indicating that most students value hard work and believe their teachers hold them to a high academic standard.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2a Creating an Environment of Respect and Rapport

Basic: 0%

Proficient: 52%

Distinguished: 48%

2b Establishing a Culture for learning

Basic:

0%

Proficient: 79%

Distinguished: 21%

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SCAIP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (enr.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

\*Our school's culture and climate is conducive to a productive learning environment. This is possible because the interactions among all stakeholders are harmonious. Administration is oriented toward an open door policy which empowers stakeholders and facilitates a culture of inquiry. Each stakeholder including parents are solution focused.

\*According to the 2017 5Essentials survey Pickard rates Strong in the area of Teacher-Principal Trust. 97% of our teachers agree or strongly agree that the principal has confidence in their expertise and takes a personal interest in their professional development.

\*According to the 2017 5Essentials survey Pickard rates Strong in the area of Teacher-Teacher Trust. 83% of teachers feel respected to a great extent by their colleagues.

\*According to the 2017 5Essentials survey Pickard rates Very Strong in the area of Parent-Teacher Trust. 97% of teachers agree or strongly agree that they are partners with parents in the education of their children.

\*\*According to the 2017 5Essentials survey Pickard rates Strong in the area of Student-Teacher Trust. 95% of students agree or strongly agree with the statement: "My teachers treat me with respect."

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

1b Demonstrating Knowledge of Students

Basic: 0%

Proficient: 40%

Distinguished: 60%

2a Creating an Environment of Respect and Rapport

Basic: 0%

Proficient: 52%

Distinguished: 48%

### Guide for Relational Trust

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

- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. <a href="#">Demonstrating Knowledge of Students</a></li> <li>2a. <a href="#">Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

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

Score

1 2 **3** 4

\*As a result of the Out-of-School-Time grant award, (2017/18) Pickard was able to provide our students with extracurricular activities this year which included academic acceleration and remediation as well as arts programming, sports and community service projects.

\*Pickard is providing a before-school Accelerated Algebra Program for our 6th-8th graders who are exceeding achievement goals.

\*A Student Council meets weekly to discuss student concerns and to plan school-wide and community outreach.

\*A Student-led Newspaper Club meets weekly to create a monthly publication of articles featuring school and community news.

\*Adult volunteers from the Pickard staff organize after-school sports' lessons and competitions.

\*According to the 5essentials, 76% of our students report discussing possible solutions to problems with other students in their Math class at least once or twice a week. 70% report discussing connections between text and real life situations at least once or twice a week in their Literacy classes.. Peer conversation and collaboration around academic topics and inquiry are components of engaging and rigorous tasks. Pickard scored Strong or Very Strong in all measures of Ambitious Instruction except for English Instruction where our score was Neutral. Responses to Survey items regarding the writing process and debate of a reading had the least positive response. Therefore these are areas of growth to be focused on within Student Voice, Engagement and Civic Life which we will be able to incorporate into our CIWP action plans for 2018-2020.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2a Creating an Environment of Respect and Rapport

Basic: 0%

Proficient: 52%

Distinguished: 48%

3c Engaging Students in Learning

Basic: 3%

Proficient: 66%

Distinguished: 31%

## 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"> <li>▪ IGVMS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVGs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measure	✓ 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	D3. 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

Safety and security is a priority at Pickard that is expected from all stakeholders in the building and enforced on a daily basis. Rules and expectations for student behavior in the classroom, hallway, lunchroom, bathrooms and at all auxiliary classes are clear and reviewed whenever necessary. Pro-activism by all stakeholders is encouraged and expected to prevent discipline issues or negligence in and/or out of the classroom. For example, we have systems in place for teachers to utilize when they need support/ interventions for students having difficulty adhering to the expected school/CPS code of conduct. Major discipline issues are not a concern at Pickard as evidenced by minimal out of school suspensions.

\*According to the 5Essentials Pickard's Performance rating is Neutral in the category of Safety. Looking closely at the questions upon which the measure is based, it is apparent that students feel most safe in their classrooms. 78% of students report they feel very safe in their classrooms but only 38% feel very safe traveling between home and school. The administration has requested that the school be included in the District's Safe Passage Program when the new school budget is released. (as approved by the Board) as a result of our school community's concern with the gang related activity and violence in the neighborhood.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2a Creating an Environment of Respect and Rapport

Basic: 0%

Proficient: 52%

Distinguished: 48%

2c Managing Classroom Procedures

Basic: 2%

Proficient: 82%

Distinguished: 17%

2d Managing Student Behavior

Basic: 0%

Proficient: 21%

Distinguished: 79%

## 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"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
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"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> </ul>

### Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and

Score

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.

\*Administration and Teachers take a proactive approach to discipline by providing clear expectations for student behavior and creating a school climate that honors and rewards positive behavior and choices and confronts misbehavior with a restorative discipline approach.

\* Teachers work in collaboration with each other, the administration, the parents, the school counselor and social worker to create and implement behavior plans for students with chronic misbehavior. Also, external partnership resources support this effort.

\*Pickard also provides several Tier 1, 2 and 3 Social/Emotional i programs and interventions. Our PATH's curriculum serves all our students in grades K-3 as a weekly Tier 1 program to promote emotional and social competencies. CHAMPS strategies and Restorative Practices are utilized in grades 4-8 to provide Tier 1 social and emotional support. Another Tier 1 resource we provide for our 6th -8th grade students, is the Life Skills Core Curriculum facilitated by staff from the Pilsen Wellness Center.

\*For Tier 2 and 3 SEL supports Pickard has partnered with Childlink and The Pilsen Wellness Center. Childlink provides group counseling services for students who require support beyond our Tier 1 curriculum. The Pilsen Wellness center does the same but in addition provides individual student, parent, and teacher counseling sessions for 6th-8th grade youth at our school that qualify for their Cognitive Behavioral Intervention for Trauma in Schools program.

\*According to the 5Essentials 95% of our students agreed or strongly agreed with the statement, "My teachers treat me with respect." 96% report they feel safe and comfortable with their teachers. These response rates indicate that the teachers and administration have been successful in maintaining discipline and order in our school without reliance on strictly punitive measures.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2a Creating an Environment of Respect and Rapport

Basic: 0%

Proficient: 52%

Distinguished: 48%

2d Managing Student Behavior

Basic: 0%

Proficient: 21%

Distinguished: 79%

4c Communicating with families

Basic: 0%

Proficient: 47%

Distinguished: 53%

## 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:

Score

1 2 3 4

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.

\*Administration consistently encourages and supports community involvement and has developed an excellent rapport with parents. Numerous activities for the parents are held during the school year including City-Wide Bilingual Meetings and workshops that focus on parents as partners in the learning process. The administration has an open/revolving door policy that facilitates frequent and effective communication between parents, teachers, and staff.

\*According to the 2017 5Essentials Survey, Pickard's Performance rating is Very Strong in the area of Involved Families and Teacher-Parent Trust. 97% of teachers agree or strongly agree that teachers and parents at our school consider each other partners in educating children. 100% of our teachers feel respected by the parents of their students according to survey responses. (90% feel respected to a great extent.) 100% of teachers report that most or all parents support their efforts. These survey results demonstrate a strong partnership between parents and Pickard teachers, staff and administrators.

\*CPS Framework for Teaching: (Data collected from the 2016/17 Reach Students Educator Evaluation Report)

2c Managing Classroom Procedures

Proficient: 82%

Distinguished: 17%

4c Communicating with families

Basic: 0%

Proficient: 47%

Distinguished: 53%

### 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	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Measures	✓ 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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

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
<b>National School Growth Percentile - Reading</b>					
Based on historical performance data and ongoing positive progression indicators such as SQRP.	98.00	79.00	87.00	84.50	90.00
<b>National School Growth Percentile - Math</b>					
Based on historical performance data and ongoing positive progression indicators such as SQRP.	93.00	93.00	96.00	92.00	93.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Pickard has set higher and realistic goals based on prior collected data from ACCESS, TRC, NWEA, DIBEL and summative, formative assessments, SQRP, 5Essential Survey, NWEA, DIBEL to reach the target goals and promote excellence.	71.40	64.10	70.00	67.50	70.00
<b>African-American Growth Percentile - Reading</b>					
No data collected.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Based on historical performance data and ongoing positive progression indicators from sources such as ACCESS, NWEA Scores, 5Essential Survey and SQRP indicators and metrics.	98.00	81.00	90.00	81.50	84.00
<b>English Learner Growth Percentile - Reading</b>					
Based on historical performance data and ongoing positive progression indicators such as ACCESS Scores, SQRP among others.	99.00	52.00	74.00	61.00	70.00
<b>Diverse Learner Growth Percentile - Reading</b>					
No data in the SQRP available.	99.00	(Blank)	16.00	0.00	0.00
<b>African-American Growth Percentile - Math</b>					
No historical data collected.	(Blank)	(Blank)	0.00	0.00	0.00

**Hispanic Growth Percentile - Math**

Based on historical performance data and ongoing positive progression indicators such as ACCESS, NWEA Scores and SQRP.	93.00	93.00	96.00	90.00	92.50
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**English Learner Growth Percentile - Math**

Based on historical performance data and ongoing positive progression indicators such as SQRP.	98.00	99.00	94.00	96.50	97.00
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**Diverse Learner Growth Percentile - Math**

Metrics used: NWEA, SQRP and teachers' professional judgement looking for realistic and attainable expectations.	99.00	(Blank)	42.00	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Based on historical performance data and ongoing positive progression indicators such as SQRP.	67.00	76.00	65.00	83.00	86.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Based on historical performance data and ongoing positive progression indicators such as SQRP.	79.00	89.00	88.00	90.00	92.50
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**National School Attainment Percentile - Reading (Grade 2)**

The recommended goal was 86 for 2018-2019 and 90 for 2019-2020. These goals were changed to 60 and 70 based on our BOY and MOY TRC and NWEA data for 2nd grade.	64.00	82.00	86.00	60.00	70.00
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**National School Attainment Percentile - Math (Grade 2)**

The recommended goal was 86% for 2018-2019 and 90% for 2019-2020. These goals were changed to 60% and 70% based on our BOY and MOY TRC and NWEA data for 2nd grade.	64.00	82.00	96.00	60.00	70.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

No data is available in the SQRP.	25.00	(Blank)	55.00	0.00	0.00
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**Average Daily Attendance Rate**

Pickard daily average attendance is 96%, but a new structure and approach is in place to assure at least a daily average of 97%. Historical data collected has been taken into consideration as well as some other factors. The highest attendance based on past and current data has been 96.6%.	96.60	96.60	97.00	97.50	97.70
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**My Voice, My School 5 Essentials Survey**

The SQRP and the 5Essentials Survey Reports are an asset to assist in the planning process by setting realistic goals and identifying areas that need attention. We are using the indicators to develop student and teacher capacity for professional growth and higher attainment among the student population. REACH Reports also provide specific and detailed information that is currently used for planning professional PDs, training and coaching for the entire staff. Based on some of the indicators, the administration and support personnel are able to develop and design action plans to differentiate the coaching and mentoring for the new and tenured teachers as needed.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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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...

If we integrate the six critical components of MTSS and identify our tier 2 and 3 students based on measurable criteria, we can provide additional academic and social/emotional support based on student need by increasing instructional time and intensity of academic and social/emotional interventions.

...then we see...

\*Students more focused and invested in their learning because academic and social/emotional barriers are being addressed.

\*Teachers are more attuned to the academic and social/emotional needs of their students and are using the problem solving process to identify root causes and plan appropriate interventions.

\*Teachers monitoring the progress of tier 2 and 3 interventions, redirecting instruction, and setting new goals when necessary.

...which leads to...

\*an increase of 5.90% over two years (64.1 to 67.05 in SY19 and 70.0 in SY 20) for our students grade 3-8 meeting or exceeding National Average Growth Norms. (It is a desirable minimal goal.)

\*75% or higher of our Kindergarten to 2nd grade students reading at or above level according to TRC.

\*An increase in our National School Attainment Percentile for NWEA Reading from 82 to 86 by 2019/20.

\*An increase in our National School Attainment Percentile for NWEA Math from 89 to 92.5 by 2019/20.

\*A decrease in the number of students requiring tier 3 SEL interventions by June of 2020. (20% or more)

\*Maintenance of a 0% out of school detention rate

Tags:

MTSS, Academic gain, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic interventions, Academic achievement

Area(s) of focus:

1

Action step

Update the existing tiering entry and exit criteria and menu of interventions.

Responsible

ILT, Teacher grade level teams, Instructional Coach, Case Manager

Timeframe

Aug 27, 2018 to Oct 26, 2018

Status

Not started

**MTSS, Literacy/Reading, Tier 2 & 3, Academic mtss, Social and emotional learning, Math interventions, Targeted interventions**

Implement the Pilsen Wellness Center Cognitive Behavioral Intervention for Trauma in Schools program for 6th-8th grade students identified for Tier 2 and 3 SEL interventions.

Administration, School Counselor, affiliated classroom teachers

Oct 1, 2018 to Feb 1, 2019

On-Track

**MTSS, Tier 2 & 3, Social emotional learning, Targeted interventions**

Teachers will use the Gradebook MTSS logging tool to document, monitor and update academic and SEL interventions according to the Intervention Cycles Calendar.

General Education Teachers, Instructional Coach, School Counselor

Sep 17, 2018 to Jun 5, 2020

On-Track

**MTSS, Gradebook, Progress monitoring, Interventions and supports**



All 6-8th grade teachers will utilize IB's online curriculum center and in collaboration with their grade level colleagues and Diverse Learner teacher, develop one eight to ten week interdisciplinary unit to be implemented at the beginning of the third quarter.

IB Coordinator, 6th-8th grade general education and Diverse Learner Teachers

Oct 2, 2017 to Dec 22, 2017

Not started

**Math, Inquiry based learning, Professional learning, Social studies integration, Science and technology, Integrated units, Ib-myp, Language and literature**

**Strategy 2**

If we do...

\*If we provide opportunities for students to engage in rigorous, complex tasks...

...then we see...

- \*Teachers planning CCSS aligned tasks that support students in moving to higher levels of thinking through the analysis, synthesis and/or evaluation of new instructional content.
- \*Students justifying their thinking with evidence when responding to questions and generating their own questions about content to deepen their understanding.
- \*Students using academic language while engaging with peers in collaborative tasks and discussions .
- \*Teachers developing interdisciplinary units of study for our 6-8th grade students in our IB Middle Years Programme.
- \*Students in the IB Middle Years Programme engaged in problem solving, questioning and creating products across two or more academic disciplines.

...which leads to...

- \*Increased student agency, identity and authority as measured by a Very Strong performance rating for the Ambitious Instruction component of the 5Essentials by 2019/20.
- \*Increased National Growth Percentiles for grades 3-8 from 64.1 in 2017 to 70 in 2020.

Tags:

Literacy/Reading, Math, Rigorous tasks, Ccss, Rigorous instruction, Classroom discussions

Area(s) of focus:  
2

Action step

The ILT will write 3 to 4 Learning Cycles that set goals for the incorporation of rigorous tasks into Literacy and Math lessons and units.

Responsible

Teachers, Instructional Coach, ILT, Administration

Timeframe

Oct 1, 2018 to Jun 12, 2020

Status

Not started

**Cycles of continuous improvement, Academic rigor, Instructional leadership team, Instruction strategy, Exepectations and goals, Academic language**

Teachers will incorporate a collaborative discussion component and a written response prompt based on Essential Questions/Enduring Understandings for the two Close Readings that are included in each Literacy unit.

Teachers and Instructional Coach

Sep 10, 2018 to Apr 29, 2019

Not started

**Rigorous tasks, Writing, Dok, Discourse, Close reading**

Algebra classes for high school credit will be offered to 7th and 8th grade students who demonstrate readiness based on NWEA, teacher recommendation and student grades.

Algebra-Certified Teachers, Administration

Sep 17, 2018 to Jun 12, 2020

Not started

**Algebra, Rigor**

Math Teachers for 4th through 8th grade will plan and implement quarterly Formative Assessment Lessons (FALs)	4th through 8th Grade Teachers, Administration	Sep 17, 2018 to Jun 5, 2020	Not started
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**Math, Rigorous tasks, Formative assessment**

Teachers will ensure that students are engaged in differentiated, authentic tasks with real audiences by using G.R.A.S.P. (goal, role, audience, situation & product) to revise unit summative performance assessments.	K-8th grade teachers Diverse Learner Teachers, Literacy Coach, Administration	Oct 19, 2018 to Jun 5, 2020	Not started
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**Literacy/Reading, Math, Assessments, Authentic tasks**

**Strategy 3**

If we do...

If we provide a positive culture for learning...

...then we see...

\*Teachers providing students with district wide assessment results in reading and math at BOY, MOY and EOY and guiding students in order for them to write individual academic goals.

\*Students and teachers approaching challenges with a growth mindset which leads to increased academic success.

\*All students participating in a Tier 1 Social/Emotional program, i.e. Step-Up-Buddies, PATHS, CHAMPS, Lifeskills and Restorative Practices.

\* Recognition for student academic success and growth.

\*Students participating in a wide range of extra curricular activities including the arts, athletics, career readiness, technology and tutoring.

Teachers in grades K-8th incorporating the IB Learner Profile attributes of Caring, Thinkers, Inquirers, Principled and Communicators into our Tier 1 SEL program.

...which leads to...

\*97% Attendance for school years 2018/19 and 2019/20

\* A Performance Rating in the 5Essentials Survey's Supportive Environment component of Strong or Very Strong for school years 2018/19 and 2019/20

\*Increased National Growth Percentiles for grades 3-8 from 64.1 in 2017 to 70 in 2020.

\* Maintaining a 0% Out-of-School suspension rate for school years 2018/19 and 2019/20

\*Full compliance with OST program requirements, breadth of programming, attendance and ELL and Diverse Learner participation.

Tags:

Sel mtss, Ib learner profile, Goal setting, Extra-curricular, School culture and climate team, Academic achievement

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Implement the Pilsen Wellness Center Lifeskills Core Level (Tier 1) Program for our 6th graders.	School Counselor and Classroom Teachers	Oct 15, 2018 to Dec 21, 2018	Not started

**Student Health & Wellness, Sel mtss, Goal setting, Self efficacy, Social skills**

The application for the Out -of-School-Time Grant will be completed. If the grant is awarded a schedule of extracurricular activities will be created that reflects breadth of programming. The leadership team will intentionally target Diverse Learners, English Language Learners and Students with Chronic absenteeism/tardies in order to provide services to address their specific needs.	Grant Writing Team, Administration, Participating Teachers, Staff and Security, Instructional Coach	Jun 25, 2018 to Oct 22, 2018	Not started
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**Arts, Diverse Learners, English Learners, Grants, Athletics, College and career, Extra-curricular, Chronic absences**

Develop our Student Council's leadership skills, reinforce their self esteem and increase their ability to serve as representatives for the student body. We will establish a criteria for eligibility and create a calendar of events, including leadership workshops for council members.	Administration, School Counselor, Participating Classroom Teacher	Sep 17, 2018 to Jun 12, 2020	Not started
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**Student engagement, Student council, Civic life**

All students in grades K-8 will write personal academic/social goals and conference monthly with teacher individually or in small groups to reflect on progress toward meeting stated goals.	General Education and Diverse Learner Teachers	Sep 28, 2018 to Jun 7, 2019	Not started
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**Goal setting, Authority, Identity, Academic growth, Agency**

The School Climate Committee will complete a plan to develop teacher and student knowledge of the IB Learner Profile attributes of Caring, Thinkers, Inquirers, Principled and Communicators.	IB Coordinator, School Culture and Climate Committee	Sep 10, 2018 to Oct 31, 2018	Not started
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**Ib learner profile, Multi-tiered support systems, School wide expectations**

Students in grades 6th-8th will meet with assigned "Buddy" classrooms in grades K-5th to take part in an activity that highlights one of the IB Learner Profile attributes of Caring, Thinkers, Inquirers, Principled and Communicators.	IB Coordinator, School Culture and Climate Committee	Oct 29, 2018 to Jun 7, 2019	Not started
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**Climate and Culture, Ib learner profile, School wide implementation, Mtss/sel**

Action Plan

Strategy 1

**NOT STARTED** Update the existing tiering entry and exit criteria and menu of interventions."  
 Aug 27, 2018 to Oct 26, 2018 - ILT, Teacher grade level teams, Instructional Coach, Case Manager

Status history



- NOT STARTED** Sep 04, 2018  
**Evidence**
- NOT STARTED** May 01, 2018  
**Evidence**  
Tiering Criteria Document, Interventions listed on the MTSS drop-down menu

**ON-TRACK** Implement the Pilsen Wellness Center Cognitive Behavioral Intervention for Trauma in Schools program for 6th-8th grade students identified for Tier 2 and 3 SEL interventions."

Oct 01, 2018 to Feb 01, 2019 - Administration, School Counselor, affiliated classroom teachers

Status history



**ON-TRACK** Sep 04, 2018  
**Evidence**

**NOT STARTED** May 01, 2018  
**Evidence**  
MTSS Logging Tool Entries, Parental Consent Forms for Participants

**ON-TRACK**

Teachers will use the Gradebook MTSS logging tool to document, monitor and update academic and SEL interventions according to the Intervention Cycles Calendar."

Sep 17, 2018 to Jun 05, 2020 - General Education Teachers, Instructional Coach, School Counselor

## Status history



**ON-TRACK** Sep 10, 2018  
**Evidence**

**NOT STARTED** May 01, 2018  
**Evidence**  
MTSS Reports from Gradebook, quarterly rosters showing each student's tier placement

**NOT STARTED**

All 6-8th grade teachers will utilize IB's online curriculum center and in collaboration with their grade level colleagues and Diverse Learner teacher, develop one eight to ten week interdisciplinary unit to be implemented at the beginning of the third quarter."

Oct 02, 2017 to Dec 22, 2017 - IB Coordinator, 6th-8th grade general education and Diverse Learner Teachers

## Status history



**NOT STARTED** May 01, 2018  
**Evidence**  
Unit Plan with learning activities, assessments and rubrics

## Strategy 2

**NOT STARTED** The ILT will write 3 to 4 Learning Cycles that set goals for the incorporation of rigorous tasks into Literacy and Math lessons and units."  
Oct 01, 2018 to Jun 12, 2020 - Teachers, Instructional Coach, ILT, Administration

## Status history



**NOT STARTED** May 01, 2018  
**Evidence**  
Learning Cycle Document, Peer Observations

**NOT STARTED**

Teachers will incorporate a collaborative discussion component and a written response prompt based on Essential Questions/Enduring Understandings for the two Close Readings that are included in each Literacy unit."

Sep 10, 2018 to Apr 29, 2019 - Teachers and Instructional Coach

## Status history



**NOT STARTED** May 01, 2018  
**Evidence**

## Quarterly Literacy Units

NOT STARTED

Algebra classes for high school credit will be offered to 7th and 8th grade students who demonstrate readiness based on NWEA, teacher recommendation and student grades."

Sep 17, 2018 to Jun 12, 2020 - Algebra-Certified Teachers, Administration

### Status history

May 1

NOT STARTED

May 01, 2018

#### Evidence

Algebra Lesson Plans, Student Rosters, Attendance and Grades

NOT STARTED

Math Teachers for 4th through 8th grade will plan and implement quarterly Formative Assessment Lessons (FALs)"

Sep 17, 2018 to Jun 05, 2020 - 4th through 8th Grade Teachers, Administration

### Status history

May 1

NOT STARTED

May 01, 2018

#### Evidence

Student Work Samples of FALs,

NOT STARTED

Teachers will ensure that students are engaged in differentiated, authentic tasks with real audiences by using G.R.A.S.P. (goal, role, audience, situation & product) to revise unit summative performance assessments."

Oct 19, 2018 to Jun 05, 2020 - K-8th grade teachers Diverse Learner Teachers, Literacy Coach, Administration

### Status history

May 1

NOT STARTED

May 01, 2018

#### Evidence

Collected Literacy and Math Units, Student work samples shared at grade-level meetings

## Strategy 3

NOT STARTED

Implement the Pilsen Wellness Center Lifeskills Core Level (Tier 1) Program for our 6th graders."

Oct 15, 2018 to Dec 21, 2018 - School Counselor and Classroom Teachers

### Status history

May 1

NOT STARTED

May 01, 2018

#### Evidence

Lifeskills Classroom visits and observation reports

NOT STARTED

The application for the Out-of-School-Time Grant will be completed. If the grant is awarded a schedule of extracurricular activities will be created that reflects breadth of programming. The leadership team will intentionally target Diverse Learners, English Language Learners and Students with Chronic absenteeism/tardies in order to provide services to address their specific needs."

Jun 25, 2018 to Oct 22, 2018 - Grant Writing Team, Administration, Participating Teachers, Staff and Security, Instructional Coach

## Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

Grant Award Letter, Programming Schedule, Cityspan schedules and Reports, Daily Attendance

NOT STARTED

Develop our Student Council's leadership skills, reinforce their self esteem and increase their ability to serve as representatives for the student body. We will establish a criteria for eligibility and create a calendar of events, including leadership workshops for council members."

Sep 17, 2018 to Jun 12, 2020 - Administration, School Counselor, Participating Classroom Teacher

## Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

Student Council roster, criteria for eligibility document, student elections, quarterly student created calendar of events and activities

NOT STARTED

All students in grades K-8 will write personal academic/social goals and conference monthly with teacher individually or in small groups to reflect on progress toward meeting stated goals."

Sep 28, 2018 to Jun 07, 2019 - General Education and Diverse Learner Teachers

## Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

Students Goal Worksheets

NOT STARTED

The School Climate Committee will complete a plan to develop teacher and student knowledge of the IB Learner Profile attributes of Caring, Thinkers, Inquirers, Principled and Communicators."

Sep 10, 2018 to Oct 31, 2018 - IB Coordinator, School Culture and Climate Committee

## Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

Meeting Agenda and Minutes

NOT STARTED

Students in grades 6th-8th will meet with assigned "Buddy" classrooms in grades K-5th to take part in an activity that highlights one of the IB Learner Profile attributes of Caring, Thinkers, Inquirers, Principled and Communicators."

Oct 29, 2018 to Jun 07, 2019 - IB Coordinator, School Culture and Climate Committee

## Status history

May 1

NOT STARTED

May 01, 2018

**Evidence**

SEL Lesson Plans for "Buddy" meetings, Samples of Student Work from Meetings

## 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.

Parents actively participate in all NCLB Meetings in and out of the school as these meetings are scheduled. Parents are an integral part of the decision making process in all areas including the school budget. Information and updates are current and as it becomes available. The NCLB, BAC, and the LSC present annual and monthly agendas for meetings during Open House Days, School Monthly Calendar, and Bulletins Boards in and out of the building.

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

Parents are informed by the administration and the teachers about the opportunities to meet with the teachers about any concern. For example, "Annual Principal Meeting" on Wednesday, July 11, 2018 and "Organizational Meeting" to be held on Wednesday, July 11, 2018. Parents-Teachers-Administration Conferences are scheduled in the AM, PM, and as needed according to the circumstances. Phone calls are also made by the staff including security personnel to inform the parents. The school will provide parents information in a timely manner about its Title 1 program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress and the proficiency levels students are expected to meet.

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.

Letters are sent home as soon as the letters are available in the school's office.

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.

During monthly meeting the parents are informed by principal, administrative team, and teachers about the progress the school is making with the scheduled assessments to monitor the students and the school progress.

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.

During monthly meeting the parents are informed by principal, administrative team, and teachers about the progress the school is making with the scheduled assessments to monitor the students and the school progress.

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.

The school principal, technology coordinator, librarian, teachers, and coaches provide training and information to the parents on current testing and needs to achieve. Also, the parents are free and are encouraged to request any type of training as it fits their needs and interests.

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.

The school online website is updated frequently with news about school events. Pickard's school calendar is colorful, educational, and very informative. Its monthly distribution goes home in English and Spanish to facilitate the communication with all stakeholders in the community. Also, Pickard has the "Panther Pride" which is the school newspaper created by our students and supported by the teachers. It is distributed to all the students and parents with the most relevant information about the school activities..

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.

By having a meeting once a month with the parents and community members, "Coffee with the Principal". Pickard's school calendar is colorful, educational, and very informative. Its monthly distribution goes home in English and Spanish to facilitate the communication with all stakeholders in the community. Pickard has the "Panther Pride" which is the school newspaper created and supported by the teachers and it is distributed to all the students and parents with the most relevant information about the school activities..

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.

Pickard's school calendar is colorful, educational, and very informative. Its monthly distribution goes home in English and Spanish to facilitate the communication with all stakeholders in the community. Also, Pickard has the "Panther Pride" which is the school newspaper created and supported by the teachers and it is distributed to all the students and parents with the most relevant information about the school activities. The school has a current website announcing the most important school wide news and CPS current events to enhance and channel the information .

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.

Parents Handbook, Monthly School Calendar, School Newspaper, and letters sent home as needed. Also, parents receive information through the monthly scheduled LSC, BAC, and NCLB Meetings. We believe that educating the parents and the community at large is a social responsibility of the schools.

#### 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.)

To build a solid foundation within each student in mathematical reasoning, critical thinking skills, reading and writing as well in technology skills.

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.

Parent-teacher conferences as scheduled in the current school calendar. Report Card Pick Up Days are on the CPS and Pickard calendar. Additional conferences are scheduled by teachers and/or administration as needed. Quarterly Progress Reports and Report Cards are sent home as scheduled by CPS.

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

Pickard's parents are very well organized and they take initiatives according to the information provided in the monthly meetings. Parents are receiving ongoing training. They are organized, and supported by the LSC, BAC, NCLB Committees. They are receiving academic support through numerous training and workshops to assist their children at home, develop and reinforce social and daily life skills as well.

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

Teachers make it a priority to be available to parents and make a great effort to accommodate parents' schedules. Meetings with parents are scheduled before and after school and during teachers' preparation periods. Many teachers stay in frequent communication with parents through the application Remind which allows them to post homework assignments, announce school events and also individually inform parents about their students' progress. Parent Portal is also used for teachers and parents to communicate. All of our parents are registered and able to gain access.

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

Parents are receiving ongoing training. They are organized, and supported by the LSC, BAC, NCLB Committees. They are receiving academic support through numerous training and workshops to assist their children at home, develop and reinforce social and daily life skills as well. Pickard's parents are very well organized and they take initiatives according to the information provided in the monthly meetings.

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

Parents are receiving ongoing training. They are organized, and supported by the LSC, BAC, NCLB Committees. They are receiving academic support through numerous training and workshops to assist their children at home, develop and reinforce social and daily life skills as well.

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

Pickard's parents are very well organized and they take initiatives according to the information provided in the monthly meetings. Parents are receiving ongoing training. They are organized, and supported by the LSC, BAC, NCLB Committees. They are receiving academic support through numerous training and workshops to assist their children at home, develop and reinforce social and daily life skills as well.

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).

In agreement with the Chicago Police Department, Pickard students receive training on how to avoid "Violence" "Gang Recruitment Prevention" "CPS Wellness Program" also is another source utilized to educate the students in how to eat healthy and stay healthy. Pickard teachers created an antibullying program named "Step Up Buddy". It is supported by our upper grade students who deliver services to lower grade students. For Social-Emotional Support Services, Pickard has an external partnership with the "Child Link", Agency and the Pickard Wellness Center. Weekly, services are provided to specific, groups, individual; students, and families as needed.

### 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.

The LSC was consulted and NCLB fund expenses and priorities were discussed. The amount of dollars listed below are the projected needs and expenses for the upcoming SY18-2019 school budget.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 250 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0 .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ 3900 .00

