

Ferdinand Peck Elementary School

2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.

- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** "The Principal creates a professional learning system that allows teachers to develop their own professional learning plan, built on opportunities for growth in content knowledge and instructional leadership." "The Principal promotes the school's vision and mission for instructional best practice in every classroom as a way to remind teachers of their instructional goals. Teachers use this when planning their professional growth plans which are shared with administration and aligned with the new college and career readiness standards." "The Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement." "Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishments of systems to support students in understanding and reaching these goals." "The Principal continuously meets with parents to discuss regarding school improvement matters. Through a transparent approach to sharing information, parents understand the school stands and where it will go in the future." "Each teacher is invested in the success of the school through leadership in one or more areas, including: ILT membership, Grade team lead, MTSS team, Committee chair or membership, Mentor Teacher, Curriculum team, Coach, Family Liaison, Data team, Bilingual Lead, CIWP team, Union representative, etc. This is evident through Peck School's ILT members are teachers from all facets of education, such as literacy, SpEd, Bilingual Education, Content-Areas, Counselor, etc. This committee utilizes teacher feedback and input in order to inform their instructional decisions that impact student learning." "Teachers meet at both grade-level teams, as well as in vertical team(s) in order to discuss academic concerns and progression." "Teachers form committees at the beginning of the year based on their personal interest(s). School committees are:

Literacy Night Committee, Math & Technology Night Committee, Science Committee, Spelling Bee Committee, Math Bee Committee, Social Committee, Technology/Computer Committee, Awards, Book Fair, Garden, Panther Press, MTSS (PBS), Recycling, Yearbook, Talent Show ? The Intervention Team works with classroom teachers to address their students' instructional needs. It starts with each classroom teacher reviewing their classroom data; if a student needs instructional support, the classroom teacher recommends the student for the MTSS process. The classroom teacher and the Interventionists work together to monitor the students' progress. If the student is identified for further support, based on student data, the Interventionist provides instruction in Reading and Math at the individual student's instructional level to show growth for each individual student.

- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** ? The School ILT is composed of teachers, school administrators, program coordinators, and school related personnel that provide specialized input when making instructional decisions that affect student learning and staff. ? The ILT coordinates and implements a school-wide program for effective teaching and learning. Teachers are provided with opportunities to share their thoughts and opinions related to curriculum, instructional practices--which are saved and utilized by the ILT when reviewing high-impact instructional practices that advance student learning and academic achievement. ? The ILT meets regularly with grade-level teachers and brings back their input and feedback when making instructional decisions that impact student learning. The ILT also develops professional development for teachers based on this feedback. ? The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. This is seen its leadership in the Powerful Practice and Cycles of Continuous Improvement. ? The ILT, informed by school-wide data, teacher input and feedback, and observations--creates a year-long, focused professional development plan that is aligned with the school's priorities and growth goals. ? The ILT regularly surveys teachers through the use of online surveys in order to monitor the effectiveness of all professional development. ? When teachers attend outside professional development opportunities--they are encouraged to share what they learned with the rest of the staff in order to keep everyone informed of new strategies and instructional approaches. ? Peck School Teachers collaborate in regular cycles: weekly for long-term Utilizing a backwards planning

approach, the Grade-Level and Resource/Program Teachers meet weekly in order to collaboratively develop instructional units and plans that focus on improving academic achievement for all students and share instructional best practices and strategies with one another. ? The MTSS Coordinator meets regularly with classroom teachers and interventionists in order to keep them informed of new approaches, any updates with students, etc. to discuss student progress monitoring ? Each grade-level is assigned an ILT member that serves as a liaison for the team and relays information. ? Teachers have protocols and procedures in place for team collaboration. ? Peck School has a coaching plan that identifies teacher needs, who provides the coaching, and its frequency. The Principal and instructional leadership team utilizes the PQS system to provide teachers with constructive feedback that informs teacher classroom practice. ? The school has literacy, math, bilingual, and science coaches throughout the grade bands. These coaches provide assistance, guidance, and give input to teachers in regards to best-practices that will enhance instruction. Coaches are also responsible for observing the teacher's instruction and providing feedback (if necessary). ? New teachers are provided with an on-site mentor to assist them as they acclimate to the new work environment. The district also provides new teacher mentoring, professional development, and a district-wide support system. Both local and district-wide mentoring programs aim to improve the new teacher's instructional skillset and expand their opportunity to grow as a professional and develop strong, capable instructional skills. ?Peck School teachers consistently receive quality feedback that supports their individual growth through the PQS system. ?Peck School teachers utilize peer coaching and cross classroom visitations as a form of coaching. ? Peck School has a team of Literacy Lead Teachers, Math Coaches, Bilingual Lead Teacher and other instructional specialists that attend workshops and seminars in order to stay informed on current instructional approaches and methodologies. These instructional coaches then model, coach, and share these strategies and approaches with our classroom teachers. This is done during the weekly Grade Level meeting as well as during classroom visitations. This is done in order for our teachers to diversify teaching strategies using recommended best practices. ? Peck School allocates discretionary funds to align with identified needs and strategic priorities. Utilizing discretionary funding, the school is able to sustain three literacy teachers/interventionists as well as have reduced class size in the lower grades, technology intervention programs, and after-school academic support programming. ? Peck School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. This is seen through the encouragement of teachers, staff, and parents to apply for educational grants. Peck School stakeholders actively seek outside funding for programs, such as the TCLP, in order to expand educational opportunities and prepare students for 21st century learning. ? Peck School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. ? Hiring is done on a needs-basis, informed by the input provided by the ILT and if funds are available. ? The principal and designated staff interview candidates and ask questions that focus on the school's priority--for example, certification in ESL/Bilingual, Content-Areas, etc. ? The principal allows potential staff to demonstrate their instructional practices and approaches in order to assess the candidates' expertise, philosophy and commitment to the school's mission and vision for educating our students. ? As a grade level, teachers are responsible for the instruction of a curriculum area and share recommendations for instructional purposes. ? Peck School designs a "right

fit" schedule based on student needs and school-wide growth goals. Peck School Day is designed /organized based on the needs of the students and school-wide growth goals. ? Peck School Schedule is organized to promote meaningful collaboration in teacher teams--where curriculum planning and review takes place. ? Struggling students receive structured intervention in dedicated blocks. This is evident through Peck School Teachers meeting with administrators and key resource people in order to analyze data, place intervention, progress monitor--all to inform instruction.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** ? Each grade level or content area team has a year-long scope and sequence that maps out what Common Core State Standards teachers should teach and in what order in core subject areas using the CPS content Framework. ? Each grade level (K-4) uses common units of instruction aligned to the CCSS. These units are developed as a team during their common planning period. Units of instruction are already in place at every grade level and content area and are aligned with the CCSS. ? Texts and supplemental materials used for instruction exposes all students, EL and SPED included, to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Texts are made available in Spanish for the EL students and assistive technology is available for the students with disabilities who require it on their IEP. ? Short and long term plans include the necessary supports to ensure that students with disabilities and ELs are able to gain core content knowledge and skills by providing the materials and qualified teachers and paraprofessionals to students. The leveled book room has both English and Spanish leveled readers which include non-fiction, fiction, content area, and novels to support all students at their instructional level. All texts used at Peck School are made available for students in Spanish and all students that are in need of native language support in Spanish are with a teacher that can support them in their native language or has a paraprofessional or peer to assist the EL student. ? CCSS used and implemented school-wide, but no year-long curriculum map is utilized at some grade-levels. ? Grade level units of study are planned as a team and include support for SPED & ELLs.
- 4 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding

- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** ? Each grade level or content area team has a year-long scope and sequence that maps out what Common Core State Standards teachers should teach and in what order in core subject areas using the CPS content Framework. ? Each grade level (K-4) uses common units of instruction aligned to the CCSS. These units are developed as a team during their common planning period. Units of instruction are already in place at every grade level and content area and are aligned with the CCSS. ? Texts and supplemental materials used for instruction exposes all students, EL and SPED included, to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Texts are made available in Spanish for the EL students and assistive technology is available for the students with disabilities who require it on their IEP. ? Short and long term plans include the necessary supports to ensure that students with disabilities and ELs are able to gain core content knowledge and skills by providing the materials and qualified teachers and paraprofessionals to students. The leveled book room has both English and Spanish leveled readers which include non-fiction, fiction, content area, and novels to support all students at their instructional level. All texts used at Peck School are made available for students in Spanish and all students that are in need of native language support in Spanish are with a teacher that can support them in their native language or has a paraprofessional or peer to assist the EL student. ? CCSS used and implemented school-wide, but no year-long curriculum map is utilized at some grade-levels. ? Grade level units of study are planned as a team and include support for SPED & ELLs.
- 4 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners

- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Peck School has a systemic approach to administering screening assessments to identify students in need of academic interventions. This is evident through the school's MTSS and PBIS programs. These programs are effectively implemented and supported school wide. The school has a systemic approach to administering screening assessments to identify students in need of academic intervention. Peck School has a systemic approach to administering diagnostic assessments to identify particular skills gap. Interventions at the elementary level include in class, small group instruction, push-in support provided by specialists, one-on-one support and additional supports outside of the classroom. Interventions are closely monitored by the ILT, teacher team and individual teaches so that adjustments can be made every five weeks. This is evident through use of On-Track reports that inform all teachers of the student reading, math, attendance, and behavior performance. Within the lesson plans, small group instruction is noted as well as reading and math interventions.
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** ? School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment through. Data is easily accessed via CIM, Horizon Manager (NWEA), Amplify (DIBELS/IDEL/Reading 3D). ? Each grade level team uses a comprehensive set of assessments- screening, diagnostic, benchmark, formative, and summative- to monitor student learning on a frequent basis. IDEL/DIBELS are used as assessment across the primary grade levels. In grades 3-8, we use NWEA/MAP-twice a year in order to guide instruction. The Fountas & Pinnell Benchmark assessment systems (Grades K-8) are available through the LLT Office for individual assessments and to assess

student reading levels. ? Assessment methods (e.g. student work, selected response, constructed response, performance task) are aligned with the standards being assessed. Every 5th-week, teachers receive an On-Track report that informs the classroom teachers and interventionists how students are performing. ? Assessment accommodations and modifications are in place to ensure that DLs and ELs are able to appropriately demonstrate their knowledge and skills. This is seen through the collaborative work between classroom teacher, Case Manager, and interventionists. Also, lesson planning and Gradebook are utilized to monitor instruction and ascertain accommodations and modifications are in place. ? Class/Subject assessments are modified/accommodated according to student needs. ? Changed grading scale and categories--100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F

- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** ? Every Peck Staff Member reinforces school expectations for all students to aspire to college and career ready standards. Every Peck classroom is provided with a copy of the school's vision and mission statement so that teachers, students, and anyone who enters the school understands that Peck School strives to educate the whole child and inculcate an appreciation for education and support the development of 21st century skills. ?Peck School has developed and is executing an intentional plan to build and maintain a college-going culture. Peck School is cultivating a college-going culture through various activities: College & Career Day, our partnership with NEIU/Gear-UP, college tours, high school visits, etc. Peck School Counselor meets individually with each student to discuss their goals and assist them in developing a long-term plan of execution. The school also hosts multiple high-school preparation presentations for parents so that they are informed of what options are available for their children and what would best fit their needs.

Quality and Character of School Life

- 4 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** ? Peck School establishes a non-threatening, welcoming environment. ? The Principal leads the work to empower and motivate families and to become engaged stakeholders in the school. ? Peck School staff provides frequent opportunities for families and community members to participate in authentic

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

- 4 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Peck School enrichment and extracurricular activities are based on student interest and are offered to all students. Programs, such as health, fine arts, and cultural activities—are provided for the purposes of building leadership skills, nurturing talents and interests, and increasing engagement with the school community. These programs are done in collaboration with Metropolitan Family Services.

- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** ? The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Peck School abides by the District's Code of Conduct and implements it appropriately and consistently. As a means to address students' behavioral needs, the school implements the PBIS program-- where good behavior and decisions are recognized; and inappropriate behavior and decisions are addressed appropriately by staff members. ? The "Panther Paw" program is effective throughout the school and encourages students to make positive, good decisions rather than counterproductive behavior.
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** ? The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Peck School abides by the District's Code of Conduct and implements it appropriately and consistently. As a means to address students' behavioral needs, the school implements the PBIS program-- where good behavior and decisions are recognized; and inappropriate behavior and decisions are addressed appropriately by staff members. ? The "Panther Paw" program is effective throughout the school and encourages students to make positive, good decisions rather than counterproductive behavior.
- 4 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	4
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	3
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Help students increase the percentage of students scoring "exceeds" on the NWEA MAP EOY test by 5 to 7 percent as well as on other EOY academic performance indicators.
Root Cause 1	Need more consistent intervention for students in the MTSS process, differentiated instruction, continued integrated classroom supports, multiple best teaching practices and a school wide powerful practice.
Area of Critical Need 2	Peck needs to increase in the the annual percentage rate of diverse learners on the NWEA/MAP EOY test, thereby increasing diverse learners' academic gains. Furthermore, diverse learners who have been identified as English learners are identified as developing and expanding in their language proficiency. Research based strategies and teacher best practices, and differentiated instruction will increase diverse students

	academic and English language proficiency skills. As such, Peck stakeholders will prepare and ensure diverse learners are college and career ready.
Root Cause 2	Need more strategic use of assessments, such as NWEA/MAP, DIBELS/IDEL, TRC, ACCESS, alternative assessments.
Area of Critical Need 3	We could have an even more cohesive unit where all stakeholders work collaboratively in the best interest of students.
Root Cause 3	Through our continued effort as a community school, Peck School could further strengthen family and community involvement by increasing the quantity and quality for extended learning activities and home-school communications. We can do more to continue supporting our students' social and emotional learning through the school's Positive Behavior Supports (PBS)

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) We want our students to leave Peck with the essential reading skills to be successful in middle school and beyond.	Overall		70.00	75.00
	Students with IEPs		75.00	80.00
Vision: NWEA Growth G3-8 (Math) We want our students to leave Peck with the essential math skills to be successful in middle school and beyond.	Overall		70.00	75.00
	Students with IEPs		60.00	70.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) In SY18, our students scored a 68.6 percent in this area. in SY19, that score decreased to a 62.2. We want our students to continuously improve.	Overall		70.00	75.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		40.00	50.00
This is the only area in which Peck was in the red. We need to focus on our EL student population. We want students to gain the English language skills necessary to be successful in all other areas.				
Vision: Attendance Rate	Overall		96.00	97.00
Attendance is very important. We know that if a child misses too many days, it negatively impacts their academic progress. We want to make sure we emphasize the importance of being in school every day so our students attain and show growth in both reading and math. Doing so will also boost students' self confidence.				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	consistent intervention for students in the MTSS process, differentiated instruction, continued integrated classroom supports, multiple best teaching practices and a school wide Powerful practice
Then we see...	increasing applying learned skills and strategies that will assist them in their academic engagement
which leads to...	Peck students increasing the percentage of students scoring "exceeds" on the NWEA MAP EOY test by 5%-7% as well as on other EOY academic performance indicators.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) ILT members and ELA leads will provide quarterly professional development in alignment with the school wide powerful practice on best teaching strategies that will further enhance our curriculum and literacy units (i.e., UbD, Cycle of Continuing Learning, Guided Reading, Literature Circles). Professional development will be provided through Learning Hub and modified to meet the schools needs using webinars, local professional providers from the network and district, educational conferences and workshops held in Illinois. The leadership team will implement quarterly evaluations with current grade level programs and action plans to make recommendations in order to insure success and proper implementation of new learning provided by the professional development. Tags:Math, Reading • (Not started) Using after-school programs and research-based software in school for students identified as "off-track," or in the MTSS process. Program managers and ILT members will evaluate the programs to determine their effectiveness on a biannual basis. Recommended changes will be made if warranted after analyzing students' results on formative tests, summative assessments, and reading scores from the Winter MAP and Spring NWEA MAP and ACCESS language scores. Tags:After school • (Not started) During the week of the school-wide Scholastic Book Fair, conduct "Family Literacy Night" to link parental involvement with student success. Teachers plan reading and writing activities for parents and students to help build a strong literacy connection between the school and home community. Level of parent and student participation through formative feedback during the event, and analysis of the number and types of books sold, promote literacy and lead to more families reading together which translates to higher test scores--an attainable goal. Students are also exposed to Social Studies night, Hour of Code week, STEM week, Information Nights, etc. Tags:Face • (Not started) Engage students in the "Read to Succeed Six Flags 6-Hour Reading Club." Evaluate if participation increased by 3% annually, and count the total

number of books reported read. Teachers measure the impact on participating students in this club, by analyzing its effect on their reading grades and tests. Teacher generates a report to the grade level, and the ILT for discussion to drive a campaign to encourage a greater percentage of participation. Students also have opportunities for the Pizza Hug Book It! program as a reading incentive, as well as the AR out-of-uniform pass, AR certificates, 3D printer.

Tags:Incentives

- (Not started) At the end of the school year, conduct an annual re-audit of classroom libraries, leveled readers in the book room and accelerated Reader utilization in classrooms with a focus on non-fiction texts. Stakeholders use this data to increase our repository of grade appropriate complex texts to facilitate development and delivery of units of instruction aligned with CCSS.

Tags:Instructional materials

- (Not started) Renew active subscriptions to research-based, on-line reading resources and software programs (i.e., BrainPop, Learning A-Z, Accelerated Reader, Smarty Ants, Spelling City) and use the assessment data from these programs to monitor impact on student achievement. After data review, determine if the program has positively supported student literacy, promoting academic achievement.

Tags:MTSS, Literacy, Online programs

- (Not started) Through partnership with the West Lawn Community Public Library, audit the number of students in need of the Chicago Public Library card to ensure active participation in offerings at the library. Collaborate with West Lawn Library to disseminate information about free after-school library programs, free entrance days to Museums program, and appropriate grade level text recommended reading lists to students. The school will continue developing partnerships with the following organizations: Pious Projects; coat drive, Horace Mann; resource support, Vista Equity, White Sox; Good Grade Program, Chicago Bears Mini Monsters Camp.

Tags:Community partnerships

- (Not started) ELA Teacher Leaders and Bilingual Teacher Leaders actively engage in Professional Development through workshops and conferences in Literacy, supported by fees provided by the Network to build teacher content expertise to build units of instruction aligned to CCSS. Teacher leaders share the new learning with grade level teams who in turn align the new learning with the needs of the students needs and the school wide powerful practice.

Tags:Professional development, Reading, Ells

- (Not started) Assign interventionists and support staff to monitor student progress for each tier of the MTSS process and to report student achievement on a monthly basis to assess ongoing placement.

Tags:MTSS

- (Not started) Build teachers' repository of grade appropriate instructional materials, and supplemental materials (i.e., exemplar texts, complex texts, Junior Great Books texts, classroom library/trade books, content specific library/trade books). Conduct end of year audit of existing materials, and order text sets to support increased nonfiction focus in every class.

Tags:Instructional materials

- (Not started) Provide Full-Day PreK Classrooms with appropriate, research-based academic instruction and instructional play interactions for students to set the foundation for future success in school, college, and careers.

Tags:Preschool, Cpc

- (Not started) By September 30th of each year, provide on-going professional development on UbD and Cycles of Continuous Learning using clearly defined processes and guidelines so teachers can more competently design effective lessons.

Tags:Professional development, Lesson planning

- (Not started) To improve educational outcomes and ensure high-quality education attainment, utilize After-School reading and math tutoring programs and other partner agencies.

Tags:Partnerships, After-school, Face

- (Not started) Quarterly, we will identify students needing Tier 3 interventions for MTSS and pair them with interventionists according to subject area to receive small group interventions. During the course of the interventions, students are able to build the skills and confidence they need to participate in the regular classroom setting. Interventionists will progress monitor using TTM reports. 70% of students within the MTSS program will meet their target RIT Growth for the EOY NWEA MAP Test.

Tags:MTSS, Nwea, Data driven instruction

- (Not started) By September 30th of each year, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Meets/Exceeds and develop a small group instruction plan for moving those students from Meets to Exceeds. By September 30th, after looking at the NWEA MAP data, teachers will identify 3 students on the border of Below/Meets and develop a small group instruction plan for moving those students from Below to Meets.

Tags:Nwea, Data driven instruction

- (Not started) In the area of Mathematics, 90% of lessons will include Purposing of the Lesson and one or more research-based instructional strategy. Students with

disabilities receiving special education services, will improve... points as per their preparedness group indicated on teachers? Student Growth Objectives.

Tags:Instructional practices

- (Not started) In order to continue the fidelity of the CMSI curriculum (FOSS, STC, and SEPUP) and to incorporate the Next Generation Science Standards, texts and materials will be purchased as needed to update and refurbish the curriculum kits.

Tags:Ngss, Science instruction

- (Not started) To keep teachers up to date on the latest Science teaching strategies, Peck will provide funding to cover professional development fees, including sub coverage and conference fees.

Tags:Ngss, Science instruction

- (Not started) In October of each year, the subscription will be renewed in order to continue BrainPop, BrainPop Jr., BrainPop Espanol, and BrainPop ESL as an online educational resource for teachers and students

Tags:Science instruction, Licenses, Online programs

- (Not started) All PK-4th grade students will participate in Science Day to highlight science and engineering projects. During Science Night, the Science Committee will host a parent night showcasing the students' projects and offering science and engineering activities to parents and students of all ages.

Tags:Science instruction, Face

- (Not started) During the fourth quarter, the Garden and Art Committees will host the Garden Gala/Art Show as a parent and community event to celebrate our green spaces and to showcase art pieces created by the students.

Tags:Science instruction, Face

- (Not started) Throughout the year, students, parents, and staff will work to develop and maintain the school gardens in order to allow the space to be used during and after the school day as a safe, learning environment. The staff will participate in a professional development about how to use the garden to supplement their teaching, regardless of subject area.

Tags:Science instruction, Face

- (Not started) Peck Science and Garden committees will continue to maintain partnerships with outside agencies and continue to take advantage of professional development and funding opportunities from such groups as Museum of Science and Industry, Openlands, and the Green Teacher Network.

	<p>Tags:Partnerships, Science instruction</p> <ul style="list-style-type: none"> (Not started) Science Leadership School Partners Program implementation. <p>Tags:Partnerships, Science instruction</p>
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Strategy 2

If we do...	strategic use of assessments, such as NWEA/MAP, DIBES/IDEL, TRC, ACCESS, Alternative assessments
Then we see...	informed teachers targeting areas that need improvement in both reading and math
which leads to...	an increase in the annual percentage rate of diverse learners on the NWEA/MAP EOY test, thereby increasing diverse learners' academic gains. Furthermore, diverse learners who have been identify as English learners are identified as developing and expanding in their language proficiency. Research based strategies and teacher best practices, and differentiated instruction will increase diverse students academic and English language proficiency skills. As such, Peck stakeholders will prepare and ensure diverse learners are college and career ready.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Learning Behavior Specialist 1(LBS1) have been hired to increase teacher capacity to deliver high quality instruction to DLs. LBS1 understand the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students. The LBS1 utilizes the NWEA/MAP, DIBELS/IDEL, TRC and reading benchmarks assessments to evaluate, inform and deliver instruction to diverse learners. LBS1 meet the HQTs, they hold ESL or bilingual endorsement to meet the needs of the DLs who have been identified as English Language Learners (ELLs). <p>Tags:Data driven instruction, Special education</p> <ul style="list-style-type: none"> (Not started) ALL teachers actively engage in professional development through workshops and conferences in differentiating instruction to meet the needs of diverse learners, struggling readers, English language learners, etc. Funding will be provided by bilingual education, special education to increase students academic growth aligned with the CCSS. <p>Tags:Professional development, Ell, Special education</p> <ul style="list-style-type: none"> (Not started) Review materials being used. Their effectiveness and limitations are to be consider at every grade level. Consider the purchasing of new instructional materials to meet the needs of DLs will be acquired for implementation of core

content areas. For instance, Raz Kids, Reading A to Z are few of reading support programs that have ebooks on-line for students to read at their independent and instructional level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure.

Tags:Literacy/Reading, Instructional materials, Special education, Licenses

- (Not started) All teachers and paraprofessionals will attend professional development throughout the school year in order to enhance their professional skills and practices as they deliver instruction and support to diverse learners.

Tags:Professional development, Special education

- (Not started)
Unit Lesson planning in the core content areas will be developed by the general education teacher and the LBS1 to plan, deliver instruction, evaluate and measure student's growth and progress. Teacher made assessments, grade level content benchmark assessments, and beginning, middle and end of the year assessments will be used to measure student's academic growth; such as, NWEA, DIBELS/IDEL, TRC, quarterly benchmarks and reading benchmark assessments are assessments that will be utilized for academic growth.

Tags:Lesson planning, Data driven instruction, Special education

- (Not started)
Students' differences and similarities will be utilized to inform and to plan instruction. Ongoing, formative assessment: reading benchmark assessments, progress monitoring and quarterly assessments will be used to assess and to identify students' strengths and areas of need so they can meet students where they are and help them move forward. The results of ongoing assessments will enable teachers to develop differentiated lessons that meet every students' needs.

Tags:Instructional practices, Assessments, Special education

- (Not started) LSB1 and general education teachers meet on a weekly basis to collaborate on student's progress and to ensure that the IEPs are implemented with fidelity.

Tags:Special education, Common planning time

- (Not started)
Review materials being used. Their effectiveness and limitations are to be considered at every grade level. Considering the purchase of new instructional materials to meet the needs of DLs will be acquired for implementation of core content areas. For instance, Reading Plus, Raz Kids, Reading A to Z are a few of the reading support programs that have ebooks on-line for students to read at their independent and instructional

	<p>level. Students have opportunity to read, construct meaning, enhance their academic vocabulary and read for pleasure.</p> <p>Tags:Instructional materials</p>
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Strategy 3

If we do...	<p>through our continued effort as a community school, Peck School will strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications. We will also continue supporting our students' social and emotional learning through the school's Positive Behavior Supports (PBS)</p>
Then we see...	<p>based on surveys, feedback and input from the BAC, NCLB-PAC, LSC, and student interest and survey results--the school is providing appropriate services that keep the students, parents and community informed of what is taking place at the school. The school will continue its regular, effective two-way communication between school staff and families regarding student expectations and student progress. Through our collaborative relationship with LOS, the school will continue providing training and resources to promote educational, recreational, and social programs for the children of Peck and their families.</p>
which leads to...	<p>a cohesive unit where all stakeholders work collaboratively in the best interest of students.</p>
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Peck School will conduct a parent survey to find topics of interests parents and guardians would like to participate at school. In this manner, support is extended to members of the community to meet their needs and wants. As a result, parent programs will be made available, thus enhancing parental and community involvement. Tags:Face • (Not started) Peck School will send notices, post it on the school website, and display on the marquee of parents' meetings or events in this manner ensuring parental and community participation and advisement. Tags:Communication, Face • (Not started) CPC Designed and Developed programming Tags:Cpc, Early childhood education

	<ul style="list-style-type: none"> • (Not started) Peck school will provide professional development for staff beginning in August and ending in June in order to best support the social and emotional needs of all students. This includes professional development on crisis management and integrating SEL into the curriculum, consultation with staff and parents, referrals for community resources, psycho social and developmental education and interventions, and grade level consultation. <p>Tags:SEL</p> <ul style="list-style-type: none"> • (Not started) Peck School will provide school-wide SEL programming beginning in August and ending in June for students based on the individualized needs of students. Data collected from the student needs assessment will drive programming needed. Programming includes Social and Emotional Learning After school program, psycho social /developmental education and interventions, advocacy, resource mobilization, therapy groups, CARES training, Life-Skills training, developmental guidance lessons in the classroom, anti-bullying groups, conflict resolution groups, art therapy, and Communities in Schools partnership <p>Tags:</p>
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Action Plan

Strategy 1

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - ILT

During the week of the school-wide Scholastic Book Fair, conduct "Family Literacy Night" to link parental involvement with student success. Teachers plan reading and writing activities for parents and students to help build a strong literacy connection between the school and home

community. Level of parent and student participation through formative feedback during the event, and analysis of the number and types of books sold, promote literacy and lead to more families reading together which translates to higher test scores--an attainable goal. Students are also exposed to Social Studies night, Hour of Code week, STEM week, Information Nights, etc.

Jul 01, 2020 to Jun 30, 2022 - School Committees

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

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

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - MTSS ILT

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Administration ILT

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

Jul 01, 2020 to Jun 30, 2022 - Administration ILT

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

Jul 01, 2020 to Jun 30, 2022 - MTSS Coordinator

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - Science Coordinator

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Science Coordinator Science Committee

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

Jul 01, 2020 to Jun 30, 2022 - Administration Science Coordinator

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

Jul 01, 2020 to Jun 30, 2022 - Science Coordinator

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

Jul 01, 2020 to Jun 30, 2022 - Administration Science Committees

Science Leadership School Partners Program implementation.

Jul 01, 2020 to Jun 30, 2022 - Administration Science Coordinator Science Committee

Strategy 2

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - ILT

Unit Lesson planning in the core content areas will be developed by the general education teacher and the LBS1 to plan, deliver instruction, evaluate and measure student's growth and progress. Teacher made assessments, grade level content benchmark assessments, and beginning, middle and end of the year assessments will be used to measure student's academic growth; such as, NWEA, DIBELS/IDEL, TRC, quarterly benchmarks and reading benchmark assessments are assessments that will be utilized for academic growth.

Jul 01, 2020 to Jun 30, 2022 - ILT

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

results of ongoing assessments will enable teachers to develop differentiated lessons that meet every students? needs.

Jul 01, 2020 to Jun 30, 2022 - ILT

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Administration ILT Grade Level

Strategy 3

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

Jul 01, 2020 to Jun 30, 2022 - Administration

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

Jul 01, 2020 to Jun 30, 2022 - Administration

CPC Designed and Developed programming

Jul 01, 2020 to Jun 30, 2022 - Administration Head Teacher Child Parent Center

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

Jul 01, 2020 to Jun 30, 2022 - ILT

Peck School will provide school-wide SEL programming beginning in August and ending in June for students based on the individualized needs of students. Data collected from the student needs assessment will drive programming needed. Programming includes Social and Emotional Learning After school program, psycho social /developmental education and interventions, advocacy, resource mobilization, therapy groups, CARES training, Life-Skills training, developmental guidance lessons in the classroom, anti-bullying groups, conflict resolution groups, art therapy, and Communities in Schools partnership

Jul 01, 2020 to Jun 30, 2022 - Counselor

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Coming soon

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

Coming soon

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Coming Soon

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement

standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Coming soon

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

Coming soon

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Coming soon

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

Coming soon

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Coming soon

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Coming soon

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Coming soon

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Coming soon

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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

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

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

(as needed). The Title I Annual Meeting and Title I PAC Organizational Meeting were held October 10, 2019.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Meetings, notices, and presentations made at parent meetings will be provided in English and in the language(s) of the student population. Parents will be surveyed through a questionnaire at the beginning of the year about their preferred method of

communication in order to appropriately provide services to the community and all school stakeholders.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

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

access to student information and can email their child's teacher directly from the website.

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

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

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

? Peck School will follow District policy and procedure in affording parents the opportunity to volunteer.
* Parent volunteers must complete the enrollment form and undergo a background investigation (per CPS policy).
* All prospective volunteers must be interviewed and approved by the principal of the school where they want to volunteer.
Once parent volunteers are approved by the board and assigned by the principal, they will be placed in classrooms and grade-levels that have requested assistance . If parents are interested in observing the classroom or participating in the classroom, then in coordination with the teacher and the school administration, a time will be appropriated as requested by the parties.

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

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

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

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

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

Peck School has successfully implemented and sustains our Positive Behavior Interventions System (PBIS). Through our continued efforts with this program, students are encouraged to:
Be Responsible. Be Respectful. Celebrate Success and Always Do Your Best Work.
Members of the school community actively engage and encourage students to demonstrate positive behaviors through the school's "Panther Paw" system.
"Panther Paws" are coupons, which are handed out to the staff and then rewarded to students by staff

members, during the school year. Each "Panther Paw" can be redeemed for goods in the school store once a quarter. Each "Panther Paw" has a spot for the staff member to write his or her name on it. When staff notices a student demonstrating positive behavior, they will hand a "Panther Paw" to the student and verbally acknowledge the positive behavior. It is then the student's responsibility to fill out their name and room number and keep track of it until s/he is ready to redeem their "Panther Paw".

Parent Budget (Complete)

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

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

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$11000.00

54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	\$4667.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00