

Josiah Pickard Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Rigo Hernandez	Principal	rhernandez3@cps.edu	Has access
Phillip Yasenak	Assistant Principal	payasenak@cps.edu	Has access
Anne Berenguer	Reading Coach / Interventionist	acberenguer@cps.edu	Has access
Elizabeth Hillyer	School Counselor	ehillyer@cps.edu	No Access
Marina Mantel	MYP Coordinator	mlmantel@cps.edu	Has access
Miguel Franco	Bilingual Coordinator / Math Teacher	mfranco1@cps.edu	No Access
Deborah Brogan	Math / Science teacher	dmbrogan@cps.edu	No Access
Elsa Pimentel	Sped. teacher / Case Manager	ejpimentel@cps.edu	No Access
Erin McDonald	Librarian	ekmcdonald@cps.edu	No Access
Francisca Gonzalez	LSC / Parent Advocate	fvgonzalez@cps.edu	No Access
Martha Castro	LSC / Community Representative	castroj0136@sbcglobal.net	No Access
Mirna Perez	LSC / President	yurietaperez@gmsil.com	No Access

Team Meetings

Date	Participants	Topic
02/04/2020	Anne Berenguer, Rigo Hernandez	SEF assessment, CIWP Team composition.
02/05/2020	Anne Berenguer, Rigo Hernandez, Marina Mantel	Reviewing previous and current data to collect evidence for realistic rating of SEF
02/11/2020	Anne Berenguer, Rigo Hernandez, Phil Yasenak	Discussing ratings for the SEF and the Framework Priorities.

Date	Participants	Topic
03/04/2020	Marina Mantel, Erin McDonald, Elizabeth Hillyer, Elsa Pimentel, Anne Berenguer	Discussed possible action plans for strategies of Instruction and Family and Community Engagement
03/10/2020	Rigo Hernandez, Phillip Yasenak, Anne Berenguer	Analyzed dashboard report data about chronic truancy, discussed needs and new circumstances pertinent to our Theory of Action
02/18/2020	Phil Yasenak, R. Hernandez, Ms. A. Berenguer, Ms.McDonald, Ms. Francisca Gonzalez	Reflecting and making decisions on the goals and strategies
04/28/2020	Phil Yasenak, R. Hernandez, Ms. A. Berenguer, Ms.McDonald, Ms. Francisca Gonzalez	Working on the Strategies, Parents Compact and Budget..
04/29/2020	Ms. Berenguer, Ms. Mantel, P. Yasenak, AP, Ms. Pimentel.	Working on the Strategies, Parents Compact and Budget..
04/30/2020	Mr. Yasenak, Mr. Hernandez, Ms. Pimentel, Ms. Berenguer	Reviewing and discussing alignment of the activities and goals.

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)

- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make "safe practice" an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** *According to the 2019 5Essentials our school was rated as Very Strong in the performance category of Program Coherence which indicates our school's curriculum is aligned and our instructional material is well-coordinated across the grade levels and "supported" by technology devices, Google Classroom activities and academic supplemental software *According to The 2019 5Essentials our school was rated Strong in the category of "Collaborative Teachers and Collaborative Practices". The culture of inquiry is established and teachers feel and act with a sense of commitment to work toward fulfilling Pickard's Mission and Vision. *All our Academic and Social/Emotional programs are aligned, integrated and designed to support each other. Second Step is being implemented school-wide. This was an action plan in our 2016-2018 CIWP and part of our long-range goals. *Parent training also supports the social/emotional well-being and the academic achievement and growth of Pickard students, as demonstrated by the numerous Professional Development/ Workshops provided for the parents by the school. At this time there has been 32 activities for parents including those required by the LSC, BAC, No Child Left Behind and the Early Childhood Program. *CPS Framework for Teaching: (Data collected from the PAR Report dated: 02/05/2020) 4d- Growing and Developing Professionally Basic: 4% and Proficient: 95%
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** REACH - Pre and Post conference are available. Agendas, bulletin boards, LSC agendas / minutes, Grade Level Meetings.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 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:** We collected students differentiated work samples weekly. Same for lesson plans and units.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 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:** All of our subgroups at Pickard are equally represented in the the school activities including DL and EL students.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 4 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
 - 4 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
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 4 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:** The administrators check Progress and Grade Report Cards grades and comments. We look for completion, feedback to the parents and accuracy.
- 3 - 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)
- 4 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:** For example; MTSS strategies are "progress monitored" and interventions are checked as well as the alignment between the objective and the students activities.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 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:** Pickard uses Go CPS to assure that all the 8th graders are registered for admission to their neighborhood high school and provides differentiated assistance to the students and families to achieve their goals while planning to the next level. Could be Selective enrollment High Schools or any other Chatters.

Quality and Character of School Life

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

- **Evidence:** Relational Trust: I (we) believe Pickard has a solid and positive "School Culture and Environment". Share Leadership and accountability is expected. Our administration in believes in building consensus, solution focus with the team approach. Open door policy is active and working.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 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)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** - Take informed action where they work together to propose and advocate for solutions. Although that Pickard is an elementary school, we created the "Students Counsel" group. It is led by the school counselor and the IB, Coordinator. During their meetings ownership and leadership skills are reinforced and emphasized. Activities to develop "Growth and Leadership" skills are intentionally organized.
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** A positive School Climate is set and enriched by implementing and integrating new areas of needs and programs. In last 2 school years, Pickard has focused on the "Second Step" program. Restorative discipline is a priority in the building. The students also participate in - house programs with the "Wellness Center" therapists.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Pro-activity, Restorative Discipline, MTSS, 2nd Step approaches to redirect the negative behavior is a priority in the building. It works and provides Pickard School with a desirable and acceptable "School Climate".
- 3 - Family & Community Engagement
 - 4 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
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 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:** As of today February 11, 2020, Pickard has provided the parents and community members 32 PDS/Training to enhance their skills and be able to assist their children better.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Relational Trust	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	Literacy Attainment for Grade 2
Root Cause 1	Inconsistent staffing of teachers in first grade. Student had 4 different teachers in 1st grade. 36 1st graders, who became 2nd graders due to budget cuts the prior year causing 2 separate kindergarten classes to merge due to loss of teachers.
Area of Critical Need 2	Math Attainment for Grade 2
Area of Critical Need 3	Increase Attendance
Area of Critical Need 4	Literacy Attainment for Grades 2-8

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)	Overall		65.00	70.00
It has been a decline in our school NWEA Growth G3-8, Reading. We believe that the	EL		65.00	70.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
rigor of the activities and its alignment to the CCSS was low.				
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		40.00	50.70
ACCESS REPORT indicates that the EL students are not making adequate yearly growth in English. We need this subgroup of EL - IEP students to close the achievement gap.	Students with IEPs		25.00	28.40
Vision: Attendance Rate	Overall		97.00	98.00
10% of the 413 students are "chronic truants". Pickard want to reduce the 10% to 7% of chronic truancy in this particular subgroup.	Students with IEPs		96.40	97.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey For 2019, Pickard has been rated as a " well organized school". In the section for "Supportive Environment", we are rated "Neutral". For example; the students responses indicate a need for "academic personalism" and "peer support" for academic work. We'll address these concerns through the "Instruction & MTSS priorities" that Pickard has chosen for this new CIWP term.				5.00	5.00

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...	If we integrate the six critical components of MTSS and identify our tier 2 and 3 students based on measurable criteria, we can provide additional academic and social/emotional support based on student need by increasing instructional time and intensity of academic and social/emotional interventions.
Then we see...	*Students more focused and invested in their learning because academic and social/emotional barriers are being addressed. Greater student achievement because academic and social/emotional barriers are being addressed. *Teachers are more attuned to the academic and social/emotional needs of their students and are using the problem solving process to identify root causes and plan appropriate instruction.
which leads to...	*An increase in Reading growth percentiles according to NWEA for grades 3-8 of 15%. - Over the next two years (55% to 65 % in SY 2021 and 65% to 70% in SY 22) (It is a desirable minimal goal.) - *75% or more of our Kindergarten to 2nd grade students reading at or above level according to MClass, TRC Benchmarks.
Budget Description	In order to provide targeted interventions the school will need to budget for the necessary instructional literacy and math software licenses which may include Learning A-Z, Raz Kids, Headsprouts, Nwesela, and IXL. The 6th through 8th grade Social and Emotional Learning program, Second Step is an on-line program so licenses for this we need to be purchased. IL Empower funds may cover this cost.
Tags	MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Not started) - Tiers 2 and 3 students will receive interventions and these interventions will be recorded and progress monitored in ASPEN within 3 to 4 cycles. <p>Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) -Utilizing data from Fall NWEA (Reading and Math) and TRC, teachers will identify all students requiring Tier 2 & Tier 3 Interventions. <p>Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>

	<ul style="list-style-type: none"> (Not started) -Teachers in grades Pre-K through 8th will implement weekly SEL Tier 1 lessons from the Second Step Curriculum and share student work related to the lessons monthly at grade-level meetings. <p>Tags:MTSS, MTSS: Fidelity of Implementation, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) -Continue to work in partnership with Pilsen Wellness to provide the tier 1 Life Skills program for 6th-8th grade students and to identify students requiring tier 2 and 3 SEL interventions and provide those interventions at school or through referrals to outside agencies. <p>Tags:MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) -Apply for the Out-of-School Time Grant in order to provide tier 3 academic interventions for students performing far below grade level, tier 2 interventions for students at the cusp of making grade level attainment and academic enrichment programs for students meeting and exceeding grade level standards. <p>Tags:MTSS, OSSE: Out of School Time</p>
--	--

Strategy 2

If we do...effectively plan and then provide differentiated instruction aligned to the Common Core State Standards, accommodate and modify the curriculum for our Diverse Learners (DL), support our English Language Learners (EL) and deliver this instruction through the gradual release of responsibility model....
Then we see...	...teachers explicitly sharing lesson objectives and criteria of success with their students and then demonstrating successful use of knowledge and skill through modeling... ...students engaged in guided practice as they develop a deeper understanding of new concepts and skills... ...teachers evaluating students' level of understanding and acquisition during guided and independent practice... ...students acting upon the constructive feedback they receive from their teachers and peers...
which leads to...	-An increase in Reading growth percentiles according to NWEA for grades 3-8 of 15%, over the next two years (55% to 65 % in SY 2021 and 65% to 70% in SY 22) (It is a desirable minimal goal.) - *75% or more of our Kindergarten to 2nd grade students reading at or above level according to MClass, TRC Benchmarks. -An increase of the percentage of EL students making sufficient annual progress on ACCESS from 31% to 41% in 2021 and from 41% to 50% in 2022 -An increase in the number of Diverse Learners who meet their NWEA Spring to Spring projected growth targets in Reading from 48.3% in 2019 to 60.0% in 2022.
Budget Description	After-school tutoring for Diverse Learners for the 2020-2021 will be funded by the IL Empower funds. An alternative funding source for the 2021-2022 tutoring may be necessary. Funding for the Wilson Reading Program materials and after-school Professional Development will also be necessary and may be provided by the IL Empower Grant. Substitute coverage for MYP teachers will be necessary in order for the 6th-8th

	teachers to visit IB authorized schools during the school day. Stipends for after-school professional development provided by REACH will need to be provided.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, MGIB: IB
Action steps	<ul style="list-style-type: none"> • (Not started) - Provide tutoring, at least for a minimum of 2 hours weekly in Reading and Math for the DL students for 16 weeks each academic school year to close the achievement gap and reach their IEP goals. Tags:ODLSS: Service Delivery • (Not started) -Provide professional development for the implementation of the "Wilson Reading program" (FOUNDATIONS) to train Kindergarten, 1st grade and the special education teachers. Tags:CBE: Extended Learning, CBE: Supports, Interventions, or Extensions • (Not started) -6th-8th grade teachers will integrate IB Learner Profiles into all IB units of study and collaborate during weekly grade level meetings on the activities that engage different learning styles to insure learner traits are acquired. Tags:MGIB: IB • (Not started) -The MYP coordinator and MYP teachers will visit an IB authorized school in order to observe IB aligned instruction, student engagement and classroom and school environment. Recorded observations will be shared at an ILT meeting and to all staff through grade-band meetings. Tags:MGIB: IB • (Not started) In partnership with education specialists from the Rush Hospital REACH program identified Pickard grade-levels teachers will plan and deliver instruction aligned to grade specific science standards and integrated with literacy. 2-3 STEM Professional Development sponsored by REACH will be provided to the staff. Tags: • (Not started) -Utilize funding from the Office of Language and Culture to provide academic tutoring designed to promote English language acquisition and support the academic achievement of our English Language learners in reading and math. Tags:Instruction, OLCE

Strategy 3

If we do...	... continue to provide opportunities for parents to develop and enhance their parental skills by targeting specific areas of need and provide parents with opportunities to engage in authentic academic and social/emotional activities with their children, the Pickard staff, and with other parents.
Then we see...	... greater parental participation in trainings and workshops offered by the school, community partners and the district. ...increased communication between the home and school, fostering a stronger partnership between parents and teachers in which both work together to ensure each student's academic growth and social/emotional well-being.. ...the ability to identify and assess specific family needs and be able to provide families with resources within our school and/or with appropriate outside referrals for further assistance.
which leads to...	...an increase in student/teacher trust from neutral to strong in 2021 and from strong to very strong in 2022 as measured by the 5 Essentials. ...an increase in our yearly attendance rate from 95.8 in 2020 to 97% in 2021 to 98.2 in 2022.
Budget Description	In order to provide the MYP parent presentation funds will be needed for teacher planning time and event time for teachers, other necessary staff and security. The purchase of materials and supplies may be necessary for the four parent health and wellness workshops. Funds will be needed to purchase supplies to create flyers to inform parents of the food distribution dates. Funds will be needed to purchase supplies needed to host a school-wide STEM family night and to provide security for this event.
Tags	Family & Community Engagement
Action steps	<ul style="list-style-type: none"> • (Not started) - The MYP coordinator and MYP teaching staff will develop a presentation covering the IB mission, values and philosophy as well as the implementation of the academic honesty policy and present this information during an MYP orientation meeting. Tags:Family & Community Engagement, MGIB: IB • (Not started) -In partnership with the Rush Hospital REACH program coordinators the school will offer 4 parent workshops each school year focused on health and wellness. Tags:Family & Community Engagement, SSCE: Community Engagement • (Not started) -In partnership with the Greater Chicago Food Depository, Pickard will provide bi-weekly fresh food distribution through the Health Student Market Program to Pickard families. Tags:Family & Community Engagement, FACE2: Community Partnerships • (Not started) -In partnership with the Rush Hospital's REACH program coordinators Pickard will plan and host a STEM night for Pre-K to 8th grade students and their families. Tags:Family & Community Engagement, FACE2: Community Partnerships, Science: Curriculum

Action Plan

Strategy 1

Not started Dec 03, 2020

- Tiers 2 and 3 students will receive interventions and these interventions will be recorded and progress monitored in ASPEN within 3 to 4 cycles.

Sep 27, 2020 to Jun 24, 2022 - - Interventionist, teachers, administration.

-Utilizing data from Fall NWEA (Reading and Math) and TRC, teachers will identify all students requiring Tier 2 & Tier 3 Interventions.

Sep 21, 2020 to Oct 12, 2020 - Administration Interventionist, Teachers

-Teachers in grades Pre-K through 8th will implement weekly SEL Tier 1 lessons from the Second Step Curriculum and share student work related to the lessons monthly at grade-level meetings.

Sep 16, 2020 to May 20, 2022 - School Counselor, Teachers, Administration

-Continue to work in partnership with Pilsen Wellness to provide the tier 1 Life Skills program for 6th-8th grade students and to identify students requiring tier 2 and 3 SEL interventions and provide those interventions at school or through referrals to outside agencies.

Oct 05, 2020 to May 20, 2022 - Administration & School Counselor

-Apply for the Out-of-School Time Grant in order to provide tier 3 academic interventions for students performing far below grade level, tier 2 interventions for students at the cusp of making grade level attainment and academic enrichment programs for students meeting and exceeding grade level standards.

Oct 05, 2020 to May 02, 2022 - Administration, Librarian, Instructional Coach, Counselor, IB Coordinator

Strategy 2

- Provide tutoring, at least for a minimum of 2 hours weekly in Reading and Math for the DL students for 16 weeks each academic school year to close the achievement gap and reach their IEP goals.

Nov 02, 2020 to Apr 22, 2022 - -DL teachers, SECAs, TAs, case manager and the IEP Team.

-Provide professional development for the implementation of the "Wilson Reading program" (FOUNDATIONS) to train Kindergarten, 1st grade and the special education teachers.

Oct 12, 2020 to Dec 14, 2020 - Teacher leaders and the Interventionist will facilitate the planning and delivering of the training.

-6th-8th grade teachers will integrate IB Learner Profiles into all IB units of study and collaborate during weekly grade level meetings on the activities that engage different learning styles to insure learner traits are acquired.

Sep 28, 2020 to May 27, 2022 - MYP Coordinator, Administration, MYP Teachers

-The MYP coordinator and MYP teachers will visit an IB authorized school in order to observe IB aligned instruction, student engagement and classroom and school environment. Recorded observations will be shared at an ILT meeting and to all staff through grade-band meetings.

Oct 05, 2020 to Dec 11, 2020 - Administration, MYP Coordinator and Teachers

In partnership with education specialists from the Rush Hospital REACH program identified Pickard grade-levels teachers will plan and deliver instruction aligned to grade specific science standards and integrated with literacy. 2-3 STEM Professional Development sponsored by REACH will be provided to the staff.

Oct 26, 2020 to May 06, 2022 - Administration, School Librarian, Instructional Coach and Classroom Teachers

-Utilize funding from the Office of Language and Culture to provide academic tutoring designed to promote English language acquisition and support the academic achievement of our English Language learners in reading and math.

Nov 30, 2020 to Apr 29, 2022 - Administration, Bilingual Coordinator, Bilingual Teaching Staff

Strategy 3

- The MYP coordinator and MYP teaching staff will develop a presentation covering the IB mission, values and philosophy as well as the implementation of the academic honesty policy and present this information during an MYP orientation meeting.

Sep 14, 2020 to Oct 09, 2020 - Administration, MYP Coordinator and MYP Teachers

-In partnership with the Rush Hospital REACH program coordinators the school will offer 4 parent workshops each school year focused on health and wellness.

Oct 14, 2019 to Oct 05, 2020 - Administration & School's Parent Advocate

-In partnership with the Greater Chicago Food Depository, Pickard will provide bi-weekly fresh food distribution through the Health Student Market Program to Pickard families.

Sep 21, 2020 to Jun 03, 2022 - Administration, School's Parent Advocate, IB Coordinator

-In partnership with the Rush Hospital's REACH program coordinators Pickard will plan and host a STEM night for Pre-K to 8th grade students and their families.

Feb 08, 2021 to Mar 26, 2021 - Administration Instructional Coach, MYP Coordinator, Librarian and Staff Members

Fund Compliance

ESSA Program

[X]

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.

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

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

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

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.

During monthly meeting the parents are informed by principal, administrative team, and teachers about the progress the school is making with the scheduled assessments to monitor the students and the school progress. Also the school will provide updates based on current events and needs.

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).

Pickard School provides equal access to instruction and funding to all the students in the building. Technology devices and academic software are used by the teachers to deliver, supplement and enhance the instruction. Each students in the DL and EL programs have access to these devices and academic programs. MTSS strategies are implemented and progress monitored to achieve the educational and social-emotional goals and needs. The school is active and able to provide assistance to the families for addressing their social-emotional needs. The school has 2 main external partners the Boys and Girls Club and Wellness Center to support the social and emotional needs of the students. Career and college awareness, school, teachers and the school counselor organize field trips and bring in presenters and information about different colleges and career opportunities as well high schools to provide the students with options.

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

New teachers are selected and interviewed by a committee of teachers-administrators and instructional coaches. Pickard train and/or retrain new and tenure teachers as needed by differentiating their instructional needs. The specific recommendation comes from the administrators after few observations. REACH Observations are used to coach the teachers. Many teachers decide to collaborate with other or share their best practice in the classroom.

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.

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

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

Parents actively participate in all NCLB Meetings in and out of the school as these meetings are scheduled. Parents are an integral part of the decision making process in all areas including the school budget. Information and updates are current and as it becomes available. The NCLB, BAC, and the LSC present annual and monthly agendas for meetings during Open House Days, School Monthly Calendar, and Bulletins Boards in and out of the building. During monthly meeting the parents are informed by principal, administrative team, and teachers about the progress the school is making with the scheduled assessments to monitor the students and the school progress.

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.

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

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.

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

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.

To build a solid foundation within each student in mathematical reasoning, critical thinking skills, reading and writing as well in technology skills. Pickard is eligible for OST and OLCE before and/or after school programs. Teachers also volunteer their time to tutor in the AM and/or PM.

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.

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

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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

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

Pickard annual, monthly school calendar sent home for the families information of monthly basis.

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.

Pickard will post the agenda of the LSC meeting with days and time. Parents will receive reminders from the school daily announcement and by sending flyers home.

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

During the scheduled annual and monthly "LSC Meeting, "Open House" "Report Cards Pick Up Days". Parents are informed by the administration and the teachers about the opportunities to meet with the teachers about any concern. Other opportunities are "Annual Principal Meeting", "Organizational Meeting". Parents-Teachers-Administration Conferences are scheduled in the AM, PM, and as needed according to the circumstances. Phone calls are also made by the staff including security personnel to inform the parents. The school will provide parents information in a timely manner about its Title 1 program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress and the proficiency levels students are expected to meet.

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.

As needed and as mandated also by CPS.

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

The school will provide parents information in a timely manner about its Title 1 program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress and the proficiency levels students are expected to meet.

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.

Annual and monthly "LSC Meeting, "Open House" "Report Cards Pick Up Days". Parents are informed by the administration and the teachers about the opportunities to meet with the teachers about any concern. Other opportunities are "Annual Principal Meeting", "Organizational Meeting". Parents-Teachers-Administration Conferences are scheduled in the AM, PM, and as needed according to the circumstances. Phone calls are also made by the staff including security personnel to inform the parents. The school will provide parents information in a timely manner about its Title 1 program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress and the proficiency levels students are expected to meet.

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.

The administration has an open door policy and encourages the teachers and staff to visit the parent room and/or to participate and present concern and projects. Some teachers, staff and custodial crew come in and chat, social for a few minutes with parents. Several teachers also volunteer to teach strategies and skills to the parents on how to assist with homework assignments or any other identified area of interest.

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.

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

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.

All the information is provided in English and Spanish.

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>
<input checked="" type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input checked="" type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>
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.)
The administrators and teachers implement the REACH (Thinking Process) guidelines to deliver the instruction. Quarterly units are planned and weekly lesson are collected for accountability purposes, quality control and to check the alignment of the activities, the daily objective and Common Core Standards, CCSS. Also, samples of the student work: Low, Middle and High rigor, differentiation and accommodations are collected and check. Recommendations and/ or feedback is provided to the teachers.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.
Parent-teacher conferences are held as needed throughout the school year and as mandated by CPS. During "Report Card Pick Up Days".
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-teachers conferences as scheduled in the current school calendar. Pick Up Report Card Days and/or as needed. parents- teachers -administrators conferences as needed.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.
Teachers make it a priority to be available to parents and make a great effort to accommodate parents' schedules. Meetings with parents are scheduled before and after school and during teachers' preparation periods. Many teachers stay in frequent communication with parents through the application Remind which allows them to post homework assignments, announce school events and also individually

inform parents about their students' progress.

Parent Portal is also used for teachers and parents to communicate. All of our parents are registered and able to gain access.

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

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

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

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

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

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

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

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

Parent Budget (Complete)

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

The LSC was consulted and NCLB fund expenses and priorities were discussed. The amount of dollars listed below are the projected needs and expenses for the upcoming SY 20-2022 school budget.

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

Account(s)

Description

Allocation

51130, 52130	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.	\$250.00
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)	\$2900.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00

55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
--------------	---	--------
