

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Okab Hassan	Principal	ohassan@cps.edu
Jessica Taylor	AP	jchristopher1@cps.edu
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Marilyn Morales	Teacher Leader	mmorales145@cps.edu
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Sandra Gomez	Teacher Leader	sihowell2@cps.edu
Angelica Herrera	LSC Member	herreraangelica44@hotmail.com
	Teacher Leader	
	Teacher Leader	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/30/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	7/3/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/3/23	7/28/23
Reflection: Connectedness & Wellbeing	7/3/23	7/28/23
Reflection: Postsecondary Success	7/3/23	7/28/23
Reflection: Partnerships & Engagement	7/3/23	7/28/23
Priorities	7/3/23	7/28/23
Root Cause	7/31/23	8/4/23
Theory of Acton	8/7/23	8/11/23
Implementation Plans	8/14/23	8/25/23
Goals	8/28/23	9/1/23
Fund Compliance	9/4/23	9/8/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/4/23	9/8/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
 As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/23
Quarter 2	12/21/23
Quarter 3	2/8/24
Quarter 4	5/3/24

Indicators of a Quality CIWP: Reflection on Foundations


Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.


Resources 

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>We have access to Literacy, Mathematics , STEM materials, and pre-k school teachers have Creative Curriculum. New staff members need additional training. </p> <p>Kindergarten iReady Reading 21.1% did not show mastery, 40.8% partial mastery, 22.5% approaching mastery, 12.67% mastered, and 2.8% exceeded. English language learners showed 9% approaching mastery and 86.36% mastered.</p> <p>Kindergarten iReady Math 42.42% Did Not Show Mastery, 27.27% partial mastery, 25.25% approaching mastery, 1.01% mastered, and 4.04% exceeded.</p> <p>1st Grade iReady Reading 50% Did Not Show Mastery, 19.1% partial mastery, 7.35% approaching mastery, 20.58% mastered, 2.94% exceeded. English language learners showed 4.76% approaching mastery and 95.23% mastered.</p> <p>1st Grade iReady Math 69.91% Did Not Show Mastery, 11.38 % partial mastery, 17.07% approaching mastery, and 1.63% mastered.</p> <p>2nd Grade iReady Reading 7.59% did not show mastery, 26.58% insufficient mastery, 25.31% partial mastery, 29.1% approaching mastery, 10.1% mastered, and 1.26% exceeded. English language learners showed 13.3% approaching mastery and 82.2% mastered.</p> <p>2nd Grade iReady Math 8.76% did not show mastery, 61.31% insufficient mastery, 16.79% partial mastery, 12.41% approaching mastery, and 0.73% mastered.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>3rd Grade Star 360 Reading 21.3% of students were categorized as needing urgent interventions, 24.1% intervention, 15.7% on watch, and 38.9% were at/above benchmark.</p> <p>3rd Grade Star 360 Math 12.6% of students were categorized as needing urgent interventions, 16% intervention, 15.1% on watch, and 56.3% were at/above benchmark.</p> <p>4th Grade Star 360 Reading 13.8% of students were categorized as needing urgent interventions, 12.8% intervention, 14.7% on watch, and 58.7% were at/above benchmark.</p> <p>4th Grade Star 360 Math 12.2% of students were categorized as needing urgent interventions, 13.8% intervention, 8.9% on watch, and 65% were at/above benchmark. Using the previous year's data from iReady and STAR 360 Reading, our objective is to increase the percentage of students at "Meets" and "Exceeds" on the 2024 EOY iReady and STAR360. Student achievement will be increased by addressing deficits in learning, and implementing early, and appropriate interventions (i.e., Heggerty Phonemic Awareness, Imagine Learning Program for Reading Intervention, Reading Plus, Guided Reading Strategy/Literature Circle Strategy with leveled texts, Continuum of Learning).</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>According to the data metrics, an increase in small group instruction is needed for student advancement towards the "Meets or Exceeds" mark. Also, students need an increase in differentiated work tasks to address specific areas of deficits. All Peck stakeholders would like to keep communication open. Most importantly, communication between parents and teachers should remain ongoing and consistent . Research indicates when parents and teachers collaborate, students make the necessary gains for success at all academic levels. The data also indicates our leadership teams need to provide access to school-wide data to guide professional growth for all educators. By engaging in data analysis with educators, it will increase their comprehension of data points to ensure teachers understand how to apply strategies to improve the academic data of their students. Lastly, the data reveals a need for increased teacher-guided small group support and individualized targeted student learning tasks aligned to formative and summative data. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate Grades</p> <p>ACCESS</p>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
	<p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	

<p>Yes</p>	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>During classroom observations, the following related improvement efforts were observed: </p> <ul style="list-style-type: none"> *Students actively engaged in the lesson and instructional tasks * Technology implemented into the curriculum and student learning tasks *Students engaged in respectful discourse and conversations aligned to the learning objectives *Teacher facilitation of learning, prompting, discourse, and student agency during productive struggle *The utilization of pre-assessments and exits tickets to monitor progress *Print-rich classroom environments/Authentic student-created anchor charts posted * Ongoing collaboration and planning between GenEd teacher and DL/ELL teachers *We are in year 4 of the process to become CPS-designated STEM school. STEM Specialists work to ensure all students receive NGSS-aligned instruction in the classroom. All students (K-4) also attend MakerSpace once per week. MakerSpace was created to give opportunities for student voice and choice. *Preschool teachers will improve on all areas of the CLASS Assessment Tool-Emotional Support, Classroom Organization, and Instructional Support. <p>Peck panther students benefit from a range of fine arts and STEAM learning opportunities. This includes weekly instruction in the following: music, art, physical education, world language (arabic), math lab, and MakerSpace. Instruction in these classes is cross curricular, providing students with meaningful application of core content learning through creative expression, critical design thinking, and analytical problem solving.</p> <p>Peck utilizes Bit Space to provide meaningful hands-on student learning opportunities that are designed to unlock creativity, ramp up problem solving skills, and increase critical thinking.</p> <p>Houghton Mifflin Harcourt (HMH) is used as Peck's Reading curriculum which addresses all areas of early literacy with an evidence-based scope and sequence to develop fluent, automatic readers.HMH offers an equitable Spanish program for dual language classrooms at Peck. Amira AI connects oral reading fluency assessment results with relevant HMH Into Reading content and resources. Students are automatically placed into 1:1 reading tutoring for interventions.</p> <p>Peck uses IXL to access a comprehensive curriculum that provides students with personalized guidance with skill recommendations to meet every student where they are and to fill in knowledge gaps. The platform provides teachers will real-time student learning analytics to make effective instructional decisions to maximize student growth.</p> <p>Sadllier - Phonics/Vocabulary Workshop is a learning platform that Peck teachers implement to create customized lessons and assessments to progress monitor student learning and growth.</p> <p>Peck uses Envision Math to focus on deep conceptual math understanding aided by visual models, personalized learning, and 3-act tasks.</p> <p>Peck students engage with Scholastic News, a cross-curricular magazine that builds nonfiction-reading skills, increases content-area knowledge and inspires a love of learning.</p> <p>Peck teachers utilize Freckle web-based applications to accelerate the academic growth and proficiency of students through standards-based skill development in math and ELA, personalized goal setting, and CCSS standards based mastery. This application enables teachers to easily identify skill gaps to determine where to focus teaching and learning.</p> <p>Accelerated Reader is an educational program that Peck</p>	
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teachers use to guide students, while utilizing engaging quizzes and activities to help hone students' reading skills with authentic practice thus encouraging growth. Teachers analyze the detailed reports provided to gain insights into students' progress. Paired with Renaissance Star Reading, this program allows teachers to track students' mastery of focus with skills aligned to state-specific learning standards.

BrainPop Jr. is a virtual learning platform that Peck students use that provides them exposure to universal topics with localization for major world languages such as Spanish. This learning tool challenges Peck students to make connections, reflect, and engage in deeper curiosity-driven learning. Students engage with Brain Pop to connect complex concepts to real-world experiences to build critical and essential literacy skills.

Raz-Kids motivates the students at Peck to read. Students want to use the program daily, and it provides parents an alternative to getting students to read at home. Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels to ensure all students receive learning materials at the appropriate academic levels. Teachers at Peck use the corresponding eQuizzes to test comprehension, which provides teachers with skill reports for data-driven instruction.

Peck teachers and Interventionists use Branching Minds to provide reading interventions for students. Branching Minds was selected by Chicago Public Schools as a tool to improve equity through new streamlined MTSS management platforms. At Peck, Branching Minds is used to equip teachers and administrators with targeted, solutions-driven MTSS strategies to inform instruction, intervention, and data-based decision making.

Skyline (NGSS aligned instructional units) is used at Peck to achieve the district's vision of providing a high-quality, rigorous education for all students. Using this Standards-aligned curriculum, Peck teachers implement the horizontally-aligned tasks across instructional and assessment materials Skyline NGSS aligned units are vertically-aligned across grade bands (3rd-4th) at Peck. All teachers have access to Skyline curriculum and students have remote access to practice skills at home. The curriculum is accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners. Teachers at Peck implement Skyline tasks to support the social-emotional learning of students as the curriculum is culturally responsive. The Skyline Curriculum provides the tools and resources to achieve high-quality curriculum and instruction for Peck teachers in the Science/STEM content area.

Maker space at Peck enables student voice and student choice. Our fully equipped MakerSpace labs provide students a collaborative and creative space to engage in hands-on, project-based learning through various activities involving technology, arts and crafts, engineering, and more. This cross disciplinary learning is personalized for our students, fostering creativity, innovation, critical thinking, collaboration, communication, and digital literacy. Our MakerSpace activities often mirror real-world scenarios and challenges, helping students to understand how the concepts they learn in school can be applied in practical situations. Successfully completing MakerSpace projects boost our students' self-confidence. Seeing their ideas come to life and receiving recognition for their accomplishments positively impacts their overall self-esteem. 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. At the beginning of each year, passwords will be made available to 100% of the staff and students for both home and school use. Walking Reading/Math interventions 3+3 teacher

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The curriculum relied on students being at grade when a significant portion of the students are not at grade level. Additional targeted interventions need to take place that are better aligned to students academic needs. 🍌

walking reading/math...interventions 3+3, teacher support, corrective action plans, CSI communities school initiatives (program) and CIS (Ms. Puente)

The lead coach and interventionist have created a plan to support students best. The plan is based on the level of intervention (urgent, intervention, on-watch, at-above). Urgent intervention will focus on foundational skills, such as letter/sound recognition, blending cvc sounds, upper/lowercase letters, high-frequency words, and syllables. Interventions at the orange level will build off of the foundation established through urgent intervention and consist of L/R Blends, silent e, long vowels, digraphs, and diphthongs.

We will give assessments beginning with standard testing such as iReady, Star360, and KIDS. Once completed, interventionists will do a classroom observation of students with skills required for each grade level. Kindergarten will focus on letter recognition and high-frequency words at the beginning of the year. First grade will be assessed on fluency, high-frequency words, and letter sound recognition. Second and third grade will be assessed on fluency, high-frequency words, and comprehension. Third grade will be fluency, high-frequency words, comprehension, and vocabulary-building.

Digital Supports
Peck teachers utilize Freckle web-based applications to accelerate students' academic growth and proficiency through standards-based skill development in math and ELA, personalized goal setting, and CCSS standards-based mastery. This application lets teachers quickly identify skill gaps to determine where to focus teaching and learning.

Accelerated Reader is an educational program that Peck teachers use to guide students while utilizing engaging quizzes and activities to help hone students' reading skills with authentic practice, thus encouraging growth. Teachers analyze the detailed reports provided to gain insights into students' progress. Paired with Renaissance Star Reading, this program allows teachers to track students' mastery of focus with skills aligned to state-specific learning standards.

To supplement instruction, Peck utilizes the BrainPop suite (BrainPop, BrainPop Jr, BrainPop ESL, and BrainPop Español). BrainPop is a virtual learning platform that Peck students use that provides them exposure to universal topics with localization for major world languages such as Spanish. This learning tool challenges Peck students to connect, reflect, and engage in deeper curiosity-driven learning. Students engage with Brain Pop to connect complex concepts to real-world experiences to build critical and essential science and literacy skills.

Raz-Kids motivates the students at Peck to read. Students want to use the program daily, providing parents an alternative to getting students to read at home. Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels to ensure all students receive learning materials at the appropriate academic levels. Teachers at Peck use the corresponding eQuizzes to test comprehension, which provides teachers with skill reports for data-driven instruction.

Peck teachers and Interventionists use Branching Minds to provide reading interventions for students. Chicago Public Schools selected branching Minds as a tool to improve equity through new streamlined MTSS management platforms. At Peck, Branching Minds equates teachers and administrators with targeted, solutions-driven MTSS strategies to inform instruction, intervention, and data-based decision-making.

Due to new staff, we are work on giving additional support and training on core curriculums and culturally responsive practices.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>MTSS needs to be clearly outlined to all stakeholders (Parents, students and teachers); teachers may have the misconception that MTSS is for a certain "person" to implement. MTSS and how to implement it needs to be clearly articulated to stakeholders via letter/communication to explain the process to help provide clarity. Staff needs continual training on Branching Minds (i.e. how to document interventions, access interventions, etc.). Benchmark assessment data should be shared with parents/ongoing communication; School-wide teams should consistently use progress monitoring to drive interventions for students; Staff members should be aware of everyone's role based on IDEA procedural safeguards to support students with IEPs and/or ELL students. Data should be regularly used to support the IEP process; utilizing EL recommendations/I CAN statements in learning tasks and lesson plans. Increase teacher collaboration; More backward lesson planning (begin with the end in mind) - in order to support students making continual progress.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>

Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>	<p>We use an inclusive environment. If additional instructional needs exist in student IEPs, we have classroom spaces for each diverse learning teacher to provide individualized instruction.</p> <p>We have a full time counselor, social worker, nurse, case manager, and speech therapist to provide full time social and emotional support for students to address the needs of all students.</p> <p>We have a transitional, bilingual program at Peck to support and excel the learning of our English language students to ensure that they are prepared for success in school, college and career.</p> <p>Teachers include language standards in their student learning objectives. Our instructional lessons are connected to real life experiences to make their learning meaningful. We connect classroom experiences to the student's home environment.</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers want more support. The new position of a Lead coach and interventionists to help support student growth. Continue to have planning time within special education teachers and general education. Communicating how to properly place student in the correct program. Interventionist will work on Tier 1 and Tier 2. Walking reading and walking math with staff members who are available. Make observations through the STEM program and integrated in all subject areas. Peck Early Childhood Center was awarded by the University of Minnesota as the best Child Parent Center in the nation. Our center offers full day and half day programs for 3 and 4 year olds. Our Parent Resource Teacher provides weekly meetings with parents pertaining to the topics of literacy, math, and technology.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>A team of three interventionists and one lead coach has been formed to support the instructional practices of teachers. These staff members are receiving trainings in order to better document data using the Branching Minds MTSS platform. Teachers and special education teachers work together to provide diverse learners with the appropriate accommodations and modifications based on their Individualized Education Plan (IEP) including their push in and pull out model. Teachers have common planning time to vertically plan targeted instructional models. A variety of workshops for parents to understand student data and how to access student academic progress will continue to be provided.</p>	
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation EL Placement Recommendation Tool HS</p>	<p>Peck Child-Parent Center provides 6-4 Year Old Full-Day, 2-4 Year Old Full-Day, 2-3 Year Old Half-Day Blended, 2-3 Year Old Half Day, and 2-3 Year Old/4 Year Old Half-Day Classrooms. Each classroom implements appropriate, research-based academic instruction and instructional play interactions for students to set the foundation for future success in school, college, and careers. Full Day 3-Year-Old Programs will be opening in the near future to accommodate working families.</p> <p>Peck Child-Parent Center continues to utilize The Creative Curriculum and Teaching Strategies GOLD through the My Teaching Strategies platform to access digital planning and assessment tools. Phonological and phonemic awareness lessons are provided by Heggerty. Social Emotional needs are provided by CALM Classroom and Second Step.</p> <p>Supplemental Materials- Skyline materials will support The Creative Curriculum. Skyline will be culturally responsive to our Peck students. My Big World Scholastic Magazine will be fused into whole or small-group instruction. Teachers utilize the Big Issues for circle time reading. Then go online to watch knowledge-building videos and play interactive games. Students will take the magazines home to promote family engagement.</p> <p>The Head Teacher/Coach will provide coaching to all classroom teachers. Observation date, time, provided feedback, and alignment will be documented on a coaching log. Coaching sessions will be aligned with REACH Domains(i.e., Domains 1,2, or 3), CLASS Domains and Dimensions(Emotional Support, Classroom Organization, and Instructional Support), and the Creative Curriculum Fidelity Tool. The Head Teacher/Coach will unpack the domains during grade-level meetings in bit-size pieces. Teachers will receive tools and professional development through Peck and the Office of Early Childhood. Teachers will continue to do Peer Observations. All preschool teachers and paraprofessionals will attend professional development throughout the school year to enhance their professional skills and practices as they deliver instruction and support diverse learners. The goal is to be valid and consistent in every classroom.</p>	

Yes

There are language objectives (that demonstrate HOW students will use language) across the content.

To start the parent involvement plan in the Child-Parent Center, a parent needs assessment will be conducted to gauge the family's needs. Parents will be encouraged to be involved both at home and at school. Parental involvement at home will include reading daily, completing Home Connections assigned by the teachers, donating any supplies the classroom may need, and cutting out or sorting. With parental involvement from the school, parents will be encouraged to attend monthly meetings, CAP/Beat meetings hosted at Peck Elementary, school events, and workshops that we may offer. Workshop offerings and partnerships may include UIC FAST Literacy, UIC Nutrition, Tuesday's Child, Red Cross First Aid, and CPR. Trainings for parents we are currently working for this year are with Psychologist Sergio Negri, who helps parents learn about social-emotional skills and how they can help their children succeed in their education. We have a Parent Summit that takes place in May, where our community parents attend workshops for self-help, helping their children, and social-emotional, and other topics. In the past, we have also partnered with psychologist Ferney Ramirez to give workshops to parents on how to make gains in math across all grade levels. This school year, we partner with Rush University Medical Center to bring a free 6-week nutrition program to the community. We will contact Daley College to have ESL courses here at Peck (maybe even get GED courses). Parents who are elected in the BAC/PAC groups have monthly meetings they attend per part of district guidelines. They also participate in the CMPC (Multilingual Council of Chicago Parents), where they can learn about district initiatives. The parents of these committees also help tremendously with the decoration of each Peck Parent monthly meeting, and they decorate for assemblies, help with the scholastic fair, el dia del nino (day of the child) in April, they participate and help organize events such as the posada for Christmas and a mothers day event. Ms. Huerta gives math classes and runs a literature club for parents interested in building reading and math skills alongside their children. We have a partnership with SWOP that brings parent mentors to the schools. In the past, Peck has partnered with UIC and their nutrition program, and we will look into developing a connection with them again.

Peck Panthers benefit from a range of Fine Arts and STEAM learning opportunities. This includes weekly instruction in the following: Music, Art, Physical Education, World Language (Arabic), Math Lab, and MakerSpace. Instruction in these classes is cross-curricular, providing students with meaningful application of core content learning through creative expression, critical design thinking, and analytical problem-solving. STEM

For our core curriculum, a combination of Skyline and teacher-created NGSS-aligned instructional units are used at Peck to achieve the district's vision of providing a high-quality, rigorous education for all students. Peck teachers use this standards-aligned curriculum to implement horizontally aligned tasks across instructional and assessment materials. NGSS-aligned units are vertically aligned across grade bands. The curriculum is accessible for all learners as aligned to Universal Design for Learning and supports differentiation for students, including English and diverse learners. Teachers at Peck implement Skyline tasks to support students' social-emotional learning as the curriculum is culturally responsive. The science curriculum provides the tools and resources for Peck teachers to achieve high-quality instruction for our students.

Along with the core science curriculum, the MakerSpace at Peck enables student voice and choice. All kindergarten through fourth-grade students visit our fully-equipped MakerSpace labs once a week. Initially, all students learn basic computer skills and how to use the Google suite. Once students are proficient in basic technology, these rooms provide students with a collaborative and creative space to engage in hands-on, project-based learning through various activities involving technology, sewing, woodworking, 3D printing, and more. With each task, students are asked to follow the Engineering Design Process. This cross-disciplinary learning is personalized for our students, which fosters creativity, innovation, critical thinking, collaboration,

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Teachers need to be able to access and utilize the resources provided for students and outlined in their IEP and/or ELL resources to help strengthen the academic skills of students. The accommodations listed on a student's IEP should be outlined in every learning task to help meet specific needs and work on academic deficits. Continue to improve and grow MTSS with fidelity.



creativity, innovation, critical thinking, collaboration, communication, and digital literacy. Our MakerSpace activities often mirror real-world scenarios and challenges, helping students understand how the concepts they learn in school can be applied in practical situations. Successfully completing MakerSpace projects boosts our students' self-confidence. Seeing their ideas come to life and receiving recognition for their accomplishments positively impacts their overall self-esteem.

Each Fall, Peck hosts activities for Computer Science Education Week. This week, students participate in coding activities in the MakerSpace and their classroom.

Each winter, Peck hosts a STEM Week for the students. This week, classrooms from different grade levels are paired up, and the students work together on a STEM Challenge. There is an additional STEM Challenge for individual students at each grade level, and often presentations from outside guest speakers. This week includes STEM Night when the community is invited to participate in STEM-related activities.

A STEM Instructional Team of teachers from various grade levels meets monthly to evaluate the STEM program using the Museum of Science and Industry's School Support Tool. The team creates and implements action plans to support STEM instruction, events, and activities based on their findings. This team also facilitates STEM Week and STEM Night.

Peck has two STEM Specialist positions. Their responsibilities include attending district-led STEM meetings and Professional Learning sessions, coaching and supporting teachers with Science/STEM instruction and technology (including collaborating after school with teacher teams about science curriculum), and leading the STEM Instructional Team. They are also responsible for facilitating STEM Challenges sponsored by the district, including last year's NASCAR STEM Challenge.

Green Spaces

Peck has two beautiful green spaces that teachers can utilize for content instruction and as a change of scenery while teaching lessons. The Learning Garden contains raised beds where our edible plants are grown. Although the spaces are open to all ages, our first graders plant, maintain, and harvest the garden in the Spring as part of their science curriculum. They sample recipes using produce from the garden while identifying which parts of the plants we eat. The second green space is the Panther Patch. This garden contains plants that are beneficial to butterflies and birds. There are multiple birdhouses and feeders, so it is an excellent location for our second graders to go birdwatching during the Birds In My Neighborhood program sponsored by Openlands.

Both gardens have lockers and supplies purchased with a Big Green grant. These lockers contain basic supplies (dry-erase easel and clipboards, markers, crayons, pencils, etc.) to assist teachers in teaching lessons in any content area. There are also two free book libraries on campus for families to borrow and share books.

Each Spring, Peck hosts the Art and Garden Gala. At this community event, families are invited to participate in garden- and art-themed activities and view student artwork that has been collected throughout the year.

STEAM Partnerships





BitSpace - BitSpace is a for-profit MakerSpace for children. For the past several years, a BitSpace guide has worked with the MakerSpace teachers to support their learning and the student's experience. Peck utilizes BitSpace to provide meaningful hands-on student learning opportunities that are designed to unlock creativity, ramp up problem-solving skills, and increase critical thinking.

Openlands - Openlands has supported Peck through grants for the Panther Patch maintenance and repairs since its initial grant in 2010. They have presented professional development to the staff about using the garden in instruction. They also facilitate the Birds in

garden in instruction. They also facilitate the Big Green My Neighborhood program for our second graders each year. Openlands volunteers teach students about local birds, take them on a bird walk around campus, and then explore the birds found on a field trip to a city park. Big Green - Big Green has supported Peck's Learning Garden since its installation. Support has come from professional development, soil, seedlings, and repairs. Most recently, the garden lockers were purchased and installed using funds from a Big Green grant. CSO Connect - Peck is partnering with the Chicago Symphony Orchestra to create programming that integrates Art, Music, and STEM through a unifying theme. Last year, the theme was "Pursuing Your Dreams." Our fourth-grade students attended a concert at the CSO, listened to music performed during a visit from the CSO Fellows, wrote their own songs and lyrics, created visual art about their dreams, and designed and created a t-shirt representing their dreams during MakerSpace. They then presented their song during a performance with two other schools. CPS Art Department - Peck has received the "Art Essentials Grant" and a raffle sponsored by the Art Department. We have purchased musical instruments, art supplies, and materials with these funds.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>An opportunity for growth in our school community is the consistent implementation of our SEL and attendance initiatives, across all stakeholders, with fidelity. Students need more representation school wide. Students need culturally responsive school wide inclusive approaches. Teachers need training in cultural responsive instructional approaches.</p> <p>Universal teaming structure- fulltime nurse, counselor, and social worker available to meet student needs.</p> <p>SEL Curriculum- Calm Classroom and Second Step</p> <p>Extended absences/chronic absenteeism re-entry plan- incentives for each classroom that have perfect attendance, staff members call home to check in on students, and administrators hold meeting with guardians to assure student academic progress.</p>	<p> % of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>The school and the community can be strengthened in the following areas: increase attendance for chronically absent students, include enrichment programs, continue expanding our early childhood programs with our Child Parent Center. School needs to implement the Culturally Responsive Teaching and Learning standards. Early childhood is following CLASS ASSESSMENT. Partnership with World Vision and CIS school initiatives.</p> <p></p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Yes	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>There is a need for more equal representation of diverse identities. Students are seeing school celebrations focused around one ethnic group, but not seeing the same effort being put forth into the celebration of other groups. Student identity needs to be encouraged through use of positive affirmations to ensure students feel smart and confident. </p>		<p>We have Second Step, Calm Classroom, and Tier I and Tier II interventions provided by the interventionist and social worker. New referral form that will be implemented school wide. All teachers and paraprofessional will attend professional development throughout the school year in order to enhance their professional skills and practices as they deliver instruction and support to culturally responsiveness. Recent STEM week celebrations focused on people from diverse backgrounds and how they contributed to their field. This exposed students to a plethora of names and faces </p>	




not previously known and allowed them to celebrate the contributions they made that now directly impact their life. Trainings for parents we are currently working for this year are with Psychologist Sergio Negri, who helps parents learn about social-emotional skills and how they can help their children succeed in their education. We have a Parent Summit that takes place in May, where our community parents attend workshops for self-help, helping their children, and social-emotional, and other topics. In the past, we have also partnered with psychologist Ferney Ramirez to give workshops to parents on how to make gains in math across all grade levels. This school year, we partner with Rush University Medical Center to bring a free 6-week nutrition program to the community. We will contact Daley College to have ESL courses here at Peck (maybe even get GED courses). Parents who are elected in the BAC/PAC groups have monthly meetings they attend per part of district guidelines. They also participate in the CMPC (Multilingual Council of Chicago Parents), where they can learn about district initiatives. The parents of these committees also help tremendously with the decoration of each Peck Parent monthly meeting, and they decorate for assemblies, help with the scholastic fair, el dia del nino (day of the child) in April, they participate and help organize events such as the posada for Christmas and a mothers day event. Ms. Huerta gives math classes and runs a literature club for parents interested in building reading and math skills alongside their children. We have a partnership with SWOP that brings parent mentors to the schools. In the past, Peck has partnered with UIC and their nutrition program, and we will look into developing a connection with them again.

Peck Panthers benefit from a range of Fine Arts and STEAM learning opportunities. This includes weekly instruction in the following: Music, Art, Physical Education, World Language (Arabic), Math Lab, and MakerSpace. Instruction in these classes is cross-curricular, providing students with meaningful application of core content learning through creative expression, critical design thinking, and analytical problem-solving.


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Postsecondary Success





Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>Does not apply</p> <p></p> <p>What is the feedback from your stakeholders?</p> <p>Does not apply</p> <p></p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Does not apply</p> <p></p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p>
N/A	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p> <p>Work Based Learning Toolkit</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>
N/A	<p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p> <p>PLT Assessment Rubric</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>
N/A	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p> <p>Alumni Support Initiative One Pager</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>

What student-centered problems have surfaced during this reflection?
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Does not apply 

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Our school has great parent engagement, we need to see how we can involve more parents in committees and bringing more parents to help around the school. We need to foster diverse way to communicate with families to make our community feel comfortable and involved. School has partners but needs a system to keep and reassess relationships with current partners while identifying and seeking out new ones. </p> <p>Parents trained by SWOP, so parents can assist in classrooms. ESL classes provided for parents and we partner with UIC. Programs available through Open Lands and Illinois Art Grants. 60-100 parents come to school meeting every month.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Feedback from stakeholders can be found, and is available through Remind, emails, robocalls, CPS Connect. MakerSpace fosters student choice as they navigate through the abundance of technology available to them. These opportunities allow students to build skills they will need as adults and also motivate themselves to learn about advancements in tech.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents want consistent communication and volunteer opportunities. Parents want to see continual Family Engagement Nights. Parents want to see consistent messages coming from administration. Engaged parents would like to be recognized for the work they do for the school. Parent committees would like more transparency about finances of the school. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students may not know how to get their guardians involved, what roles are available, or who to contact for more information. Potential fear that limited English proficiency would disqualify guardians from participating. Also, need more consistent communication with parents and other stakeholders. </p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>School letters are sent out regularly before BAC/PAC/LSC meetings take place in order to encourage more families to come and sit in. Parents have mentioned a desire to be able to help out in the classroom and so we have a parent mentor program where they work with classroom teachers in order to provide additional support in the classroom while also receiving trainings at school that help them understand school protocol. Parents are also able to help in both ESL and bilingual classrooms, so as to not exclude any member of our community and best utilize everyone's strengths. In person parent nights take place multiple times a year. The STEM Team is currently researching software options for a digital newsletter. </p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

We have access to Literacy, Mathematics, STEM materials, and pre-k school teachers have Creative Curriculum. New staff members need additional training. Kindergarten iReady Reading 21.1% did not show mastery. 40.8% partial mastery, 22.5% approaching mastery, 12.67% mastered, and 2.8% exceeded. English language learners showed 9% approaching mastery and 86.36% mastered.
Kindergarten iReady Math 42.42% Did Not Show Mastery, 27.27% partial mastery, 25.25% approaching mastery, 1.01% mastered, and 4.04% exceeded.
1st Grade iReady Reading 50% Did Not Show Mastery, 19.1% partial mastery, 7.35% approaching mastery, 20.58% mastered, 2.94% exceeded. English language learners showed 4.76% approaching mastery and 95.23% mastered.
1st Grade iReady Math 69.91% Did Not Show Mastery, 11.38% partial mastery, 17.07% approaching mastery, and 1.63% mastered.
2nd Grade iReady Reading 7.59% did not show mastery, 26.58% insufficient mastery, 25.31% partial mastery, 29.1% approaching mastery, 10.1% mastered, and 1.26% exceeded. English language learners showed 13.3% approaching mastery and 82.2% mastered.
2nd Grade iReady Math 8.76% did not show mastery, 61.31% insufficient mastery, 16.79% partial mastery, 12.41% approaching mastery, and 0.73% mastered.
3rd Grade Star 360 Reading 21.3% of students were categorized as needing urgent interventions, 24.1% intervention, 15.7% on watch, and 38.9% were at/above benchmark.
3rd Grade Star 360 Math 12.6% of students were categorized as needing urgent interventions, 16% intervention, 15.1% on watch, and 56.3% were at/above benchmark.
4th Grade Star 360 Reading 13.8% of students were categorized as needing urgent interventions, 12.8% intervention, 14.7% on watch, and 58.7% were at/above benchmark.
4th Grade Star 360 Math 12.2% of students were categorized as needing urgent interventions, 13.8% intervention, 8.9% on watch, and 65% were at/above benchmark. Using the previous year's data from iReady and STAR 360 Reading, our objective is to increase the percentage of students at "Meets" and "Exceeds" on the 2024 EOY iReady and STAR360. Student achievement will be increased by addressing deficits in learning, and implementing early, and appropriate interventions (i.e., Heggerty Phonemic Awareness, Imagine Learning Program for Reading Intervention, Reading Plus, Guided Reading Strategy/Literature Circle

What is the feedback from your stakeholders?

According to the data metrics, an increase in small group instruction is needed for student advancement towards the "Meets or Exceeds" mark. Also, students need an increase in differentiated work tasks to address specific areas of deficits. All Peck stakeholders would like to keep communication open. Most importantly, communication between parents and teachers should remain ongoing and consistent. Research indicates when parents and teachers collaborate, students make the necessary gains for success at all academic levels. The data also indicates our leadership teams need to provide access to school-wide data to guide professional growth for all educators. By engaging in data analysis with educators, it will increase their comprehension of data points to ensure teachers understand how to apply strategies to improve the academic data of their students. Lastly, the data reveals a need for increased teacher-guided small group support and individualized targeted student learning tasks aligned to formative and summative data.

What student-centered problems have surfaced during this reflection?

The curriculum relied on students being at grade when a significant portion of the students are not at grade level. Additional targeted interventions need to take place that are better aligned to students academic needs.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

During classroom observations, the following related improvement efforts were observed:

- *Students actively engaged in the lesson and instructional tasks
- * Technology implemented into the curriculum and student learning tasks
- *Students engaged in respectful discourse and conversations aligned to the learning objectives
- *Teacher facilitation of learning, prompting, discourse, and student agency during productive struggle
- *The utilization of pre-assessments and exits tickets to monitor progress
- *Print-rich classroom environments/Authentic student-created anchor charts posted
- * Ongoing collaboration and planning between GenEd teacher and DL/ELL teachers
- *We are in year 4 of the process to become CPS-designated STEM school. STEM Specialists work to ensure all students receive NGSS-aligned instruction in the classroom. All students (K-4) also attend MakerSpace once per week. MakerSpace was created to give opportunities for student voice and choice.
- *Preschool teachers will improve on all areas of the CLASS Assessment Tool-Emotional Support, Classroom Organization, and Instructional Support.

Peck ponther students benefit from a range of fine arts and STEAM learning opportunities. This includes weekly instruction in the following: music, art, physical education, world language (arabic), math lab, and MakerSpace. Instruction in these classes is cross curricular, providing students with meaningful application of core content learning through creative expression, critical design thinking, and analytical problem solving.

Peck utilizes Bit Space to provide meaningful hands-on student learning opportunities that are designed to unlock creativity, ramp up problem solving skills, and increase critical thinking.

Houghton Mifflin Harcourt (HMH) is used as Peck's Reading curriculum which addresses all areas of early literacy with an evidence-based scope and sequence to develop fluent, automatic readers. HMH offers an equitable Spanish program for dual language classrooms at Peck. Amira AI connects oral reading fluency assessment results with relevant HMH Into Reading content and resources. Students are automatically placed into 1:1 reading tutoring for interventions.

Peck uses IXL to access a comprehensive curriculum that provides students with personalized guidance with skill recommendations to meet every student where they are and to fill in knowledge gaps. The platform provides teachers with real-time student learning analytics to make effective instructional decisions to maximize student growth.

Sadlier - Phonics/Vocabulary Workshop is a learning platform that Peck teachers implement to create customized lessons and assessments to progress monitor student learning and growth.

Peck uses Envision Math to focus on deep conceptual math understanding aided by visual models, personalized learning, and 3-act tasks.

Peck students engage with Scholastic News, a cross-curricular magazine that builds nonfiction-reading skills, increases content-area knowledge and inspires a love of learning.

Personalized learning skills, increases content area knowledge and inspires a love of learning.

Peck teachers utilize Freckle web-based applications to accelerate the academic growth and proficiency of students through standards-based skill development in math and ELA, personalized goal setting, and CCSS standards based mastery. This application enables teachers to easily identify skill gaps to determine where to focus teaching and learning.

Accelerated Reader is an educational program that Peck teachers use to guide students, while utilizing engaging quizzes and activities to help hone students' reading skills with authentic practice thus encouraging growth. Teachers analyze the detailed reports provided to gain insights into students' progress. Paired with Renaissance Star Reading, this program allows teachers to track students' mastery of focus with skills aligned to state-specific learning standards.

BrainPop Jr. is a virtual learning platform that Peck students use that provides them exposure to universal topics with localization for major world languages such as Spanish. This learning tool challenges Peck students to make connections, reflect, and engage in deeper curiosity-driven learning. Students engage with Brain Pop to connect complex concepts to real-world experiences to build critical and essential literacy skills.

Raz-Kids motivates the students at Peck to read. Students want to use the program daily, and it provides parents an alternative to getting students to read at home. Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels to ensure all students receive learning materials at the appropriate academic levels. Teachers at Peck use the corresponding eQuizzes to test comprehension, which provides teachers with skill reports for data-driven instruction.

Peck teachers and Interventionists use Branching Minds to provide reading interventions for students. Branching Minds was selected by Chicago Public Schools as a tool to improve equity through new streamlined MTSS management platforms. At Peck, Branching Minds is used to equip teachers and administrators with targeted, solutions-driven MTSS strategies to inform instruction, intervention, and data-based decision making.

Skyline (NGSS aligned instructional units) is used at Peck to achieve the district's vision of providing a high-quality, rigorous education for all students. Using this Standards-aligned curriculum, Peck teachers implement the horizontally-aligned tasks across instructional and assessment materials Skyline NGSS aligned units are vertically-aligned across grade bands (3rd-4th) at Peck. All teachers have access to Skyline curriculum and students have remote access to practice skills at home. The curriculum is accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners. Teachers at Peck implement Skyline tasks to support the social-emotional learning of students as the curriculum is culturally responsive. The Skyline Curriculum provides the tools and resources to achieve high-quality curriculum and instruction for Peck teachers in the Science/STEM content area.

Maker space at Peck enables student voice and student choice. Our fully equipped MakerSpace labs provide students a collaborative and creative space to engage in hands-on, project-based learning through various activities involving technology, arts and crafts, engineering, and more. This cross disciplinary learning is personalized for our students, fostering creativity, innovation, critical thinking, collaboration, communication, and digital literacy. Our MakerSpace activities often mirror real-world scenarios and challenges, helping students to understand how the concepts they learn in school can be applied in practical situations. Successfully completing MakerSpace projects boost our students' self-confidence. Seeing their ideas come to life and receiving recognition for their accomplishments positively impacts their overall self-esteem.

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. At the beginning of each year, passwords will be made available to 100% of the staff and students for both home and school use.

Walking Reading/Math...interventions 3+3, teacher support, corrective action plans, CSI communities school initiatives (program) and CIS (Ms. Puente)

The lead coach and interventionist have created a plan to support students best. The plan is based on the level of intervention (urgent, intervention, on-watch, at-above). Urgent intervention will focus on foundational skills, such as letter/sound recognition, blending cvc sounds, upper/lowercase letters, high-frequency words, and syllables. Interventions at the orange level will build off of the foundation established through urgent intervention and consist of L/R Blends, silent e, long vowels, digraphs, and diphthongs.

We will give assessments beginning with standard testing such as iReady, Star360, and KIDS. Once completed, interventionists will do a classroom observation of students with skills required for each grade level. Kindergarten will focus on letter recognition and high-frequency words at the beginning of the year. First grade will be assessed on fluency, high-frequency words, and letter sound recognition. Second and third grade will be assessed on fluency, high-frequency words, and comprehension. Third grade will be fluency, high-frequency words, comprehension, and vocabulary-building.

Digital Supports

Peck teachers utilize Freckle web-based applications to accelerate students' academic growth and proficiency through standards-based skill development in math and ELA, personalized goal setting, and CCSS standards-based mastery. This application lets teachers quickly identify skill gaps to determine where to focus teaching and learning.

Accelerated Reader is an educational program that Peck teachers use to guide students while utilizing engaging quizzes and activities to help hone students' reading skills with authentic practice, thus encouraging growth. Teachers analyze the detailed reports provided to gain insights into students' progress. Paired with Renaissance Star Reading, this program allows teachers to track students' mastery of focus with skills aligned to state-specific learning standards.

To supplement instruction, Peck utilizes the BrainPop suite (BrainPop, BrainPop Jr, BrainPop ESL, and BrainPop Español). BrainPop is a virtual learning platform that Peck students use that provides them exposure to universal topics with localization for major world languages such as Spanish. This learning tool challenges Peck students to connect, reflect, and engage in deeper curiosity-driven learning. Students engage with Brain Pop to connect complex concepts to real-world experiences to build critical and essential science and literacy skills.

Raz-Kids motivates the students at Peck to read. Students want to use the program daily, providing parents an alternative to getting students to read at home. Raz-Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels to ensure all students receive learning materials at the appropriate academic levels. Teachers at Peck use the corresponding eQuizzes to test comprehension, which provides teachers with skill reports for data-driven instruction.

Peck teachers and Interventionists use Branching Minds to provide reading interventions for students. Chicago Public Schools selected branching Minds as a tool to improve equity through new streamlined MTSS management platforms. At Peck, Branching Minds equates teachers and administrators with targeted, solutions-driven MTSS strategies to inform instruction, intervention, and data-based decision-making.

Due to new staff we are work on giving additional support and training on core curriculums

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

The curriculum relied on students being at grade when a significant portion of the students are not at grade level. Additional targeted interventions need to take place that are better aligned to students academic needs.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we... did not have a staffing model to support the needs of our students post-pandemic.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we... provide teachers support in teaching the core curriculum AND provide staffing/support for targeted interventions

Resources:



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see... increased student engagement and academic performance based on informed teachers targeting areas that need improvement in both Reading and Math



which leads to... an increase in academic gains on iReady and STAR 360 standardized assessments.



[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible. Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation. Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team. Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out. Action steps are inclusive of stakeholder groups and priority student groups. Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
 Principal, Assistant Principals, ILT



Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	2/8/24
Q2	12/21/23	Q4	5/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	ILT members will collect intentional data (LSI rubric) by conducting walk throughs. 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 CPS University 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.	Principal and Assistant Principals, ILT	12/21/2023	In Progress
Action Step 1	Consistent and ongoing implementation of early, appropriate research-based, differentiated intervention for students on all 3 tiers in the MTSS process, and identified as "off-track" in a quarter. Use Imagine Learning Reading and Reading Plus Intervention Programs to monitor progress using real-time reports (Individual Detailed Report, Individual Summary Report) and to ensure students are on track with ongoing placement data from the reports, and grade in reading.	Principal and Assistant Principals	end of first quarter	Not Started
Action Step 2	Establish 2023-2024 ILT, conduct a walkthrough using LSI rubric and analyze instructional data and identify instructional needs. As an ILT research best practices and develop a learning cycle.	Principal, Assistant Principals, and ILT	end of second quarter	Not Started
Action Step 3	Facilitate the learning cycle for improvement, monitor progress. 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.	Principal and Assistant Principals and ILT	Q2, Q3, Q4	In Progress
Action Step 4	ELA Teachers will utilize the "3+3" strategy throughout the grade levels by monitoring "ontrack-offtrack" data reports every five weeks to improve student achievement. Teachers will compare gains on the iReady and STAR360 scores in reading for students identified in the "3+3."	Principal, Assistant Principals, and ILT	End of year	Not Started

Action Step 5	ELA Teacher Leaders and Bilingual Teacher Leaders actively engage in quarterly 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. Immediately following the quarterly professional development, teacher leaders share the new learning with grade level teams who in turn align the new learning with the needs of the students and the school wide Powerful Practice.	ELA teachers/BIL teachers	Q1, Q2, Q3, Q4	Not Started
Implementation Milestone 2	Educate parents in instructional programs through monthly meetings. The focus is for parents to be familiar with parent portal and how to monitor student academic progress.	Principal and Assistant Principals	All year	In Progress
Action Step 1	Parent Needs Assessment survey	Assistant Principals and ELPT	September 2023	In Progress
Action Step 2	Identify meeting dates/topics for those dates	Assistant Principals and ELPT	September 2023	Not Started
Action Step 3	Identify potential presenters	Assistant Principals and ELPT	End of year	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	In alignment with the Common Core State Standards, students will be provided with rigorous lessons designed to meet their academic needs, zone of proximal development, delivered through whole group and differentiated instruction and/or assessments. Student progress will be monitored. A 10% increase in the percentage of students meeting or exceeding Projected Growth on iReady and STAR360 is expected.	Teachers, Lead Coach, Interventionists	Ongoing all year	In Progress
Action Step 1	By providing consistent intervention for students in the MTSS process, differentiated instruction for all students, continued integrated classroom supports, multiple best teaching practices, a school wide Powerful Practice, and unit plans aligned to the Common Core State Standards, Projected Growth in Reading on the iReady and STAR360 Test will increase by 10% school-wide.	Teachers, Lead Coach, Interventionists	Ongoing all year	In Progress
Action Step 2	By September 30th, after looking at iReady and STAR 360 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 iReady and STAR 360 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. 5 out of 6 (or 83%) of the targeted students students will move up a level, either from Below to Meets or Meets to Exceeds. By providing consistent intervention for students in the MTSS process, differentiated instruction for all students, continued integrated classroom supports, multiple best teaching practices, a school wide Powerful Practice, and unit plans aligned to the Common Core State Standards, Projected Growth in Math on the iReady and STAR360 will increase by 10% school-wide.	Teachers, Lead Coach, Interventionists	Ongoing all year	In Progress
Action Step 3	Quarterly, Math Teacher Leaders actively engage in Professional Development through workshops and conferences in Mathematics, supported by fees provided by the Network to build teacher content expertise to build units of instruction aligned to CCSS. Quarterly, Math 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.	Principal and Assistant Principals	Q1, Q2, Q3, Q4	Not Started
Action Step 4	By September 30th, after looking at the iReady and STAR 360 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 iReady and STAR 360 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. 5 out of 6 (or 83%) of the targeted students students will move up a level, either from Below to Meets or Meets to Exceeds.	Teachers, Lead Coach, Interventionists	Q1	In Progress
Action Step 5	Students will participate in rigorous curriculum including opportunities to engage in mathematical discussions and differentiated instruction. Students in the program are to maintain a C or better in the class and demonstrate their commitment to high mathematics achievement. Throughout the course, students will find meaning and purpose as they participate in tasks where they will be required to discuss their thinking and problem solving techniques and provide solutions that make sense in real-world situations.	Teachers, Lead Coach, Interventionists	Q1, Q2, Q3, Q4	In Progress
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Additional learning cycles from ILT. Reflect on the parental communication process and see if there are any changes needed. Setting goals for additional demographics. Through consistent intervention for students in the MTSS process, differentiated instruction, continued integrated classroom supports, multiple best teaching practices and a school wide Powerful Practice, Peck Stakeholders will increase the percentage of students scoring "Exceed" on the STAR 360 EOY test, thereby increasing students' readiness for college and career.	
SY26 Anticipated Milestones	Additional learning cycles from ILT. Reflect on the parental communication process and see if there are any changes needed.	

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Resources: 

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#). There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts. Goals are reviewed and adjusted with most-current data sources, including MOY and EOY. Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
Performance increase of 10% on IReady	Yes	iReady (Reading)	Other [General Education]	34.8% need urgent interventions	24.8% need urgent interventions	14.8% need urgent interventions	
			Select Group or Overall				
Performance increase of 10% on Star360.	Yes	STAR (Math)	Other [General Education]	12.39% need urgent interventions	2.39% need urgent interventions		
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆	SY24	SY25	SY26
		C&I:2 Students experience grade-level, standards-aligned instruction.	Through the ILT and collaboration with the Lead Coaches using walk throughs we will be able to determine that all teachers have the materials that are needed to provide standards- aligned instruction with fidelity. This will be measured using lesson plans, teacher observations, time distributions, and LSI rubric for walkthrough. Depending on our needs based data, we want to see growth on the metric.	
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT use walkthrough data to identify trends, identify best practices, and implement changes with all teachers.			
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Interventions will begin to implement Branching Minds to monitor student progress in order to decide the most appropriate interventions.			

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Performance increase of 10% on IReady	iReady (Reading)	Other [General Education]	34.8% need urgent interventions	24.8% need urgent	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Performance increase of 10% on Star360.	STAR (Math)	Other [General Education]	12.39% need urgent	2.39% need urgent	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Through the ILT and collaboration with the Lead Coaches using walk throughs we will be able to determine that all teachers have the materials that are needed to provide standards- aligned instruction with fidelity. This will be measured using lesson plans, teacher observations, time distributions, and LSI rubric for walkthrough. Depending on our needs based data, we want to see growth on the metric.	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT use walkthrough data to identify trends, identify best practices, and implement changes with all teachers.	On Track	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Interventions will begin to implement Branching Minds to monitor student progress in order to decide the most appropriate interventions.	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Our school has great parent engagement, we need to see how we can involve more parents in committees and bringing more parents to help around the school. We need to foster diverse way to communicate with families to make our community feel comfortable and involved. School has partners but needs a system to keep and reassess relationships with current partners while identifying and seeking out new ones.

Parents trained by SWOP, so parents can assist in classrooms. ESL classes provided for parents and we partner with UIC. Programs available through Open Lands and Illinois Art Grants. 60-100 parents come to school meeting every month.

Feedback from stakeholders can be found, and is available through Remind, emails, robocalls, CPS Connect. MakerSpace fosters student choice as they navigate through the abundance of technology available to them. These opportunities allow students to build skills they will need as adults and also motivate themselves to learn about advancements in tech.

What is the feedback from your stakeholders?

Parents want consistent communication and volunteer opportunities. Parents want to see continual Family Engagement Nights. Parents want to see consistent messages coming from administration. Engaged parents would like to be recognized for the work they do for the school. Parent committees would like more transparency about finances of the school.

What student-centered problems have surfaced during this reflection?

Students may not know how to get their guardians involved, what roles are available, or who to contact for more information. Potential fear that limited English proficiency would disqualify guardians from participating. Also, need more consistent communication with parents and other stakeholders.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

School letters are sent out regularly before BAC/PAC/LSC meetings take place in order to encourage more families to come and sit in. Parents have mentioned a desire to be able to help out in the classroom and so we have a parent mentor program where they work with classroom teachers in order to provide additional support in the classroom while also receiving trainings at school that help them understand school protocol. Parents are also able to help in both ESL and bilingual classrooms, so as to not exclude any member of our community and best utilize everyone's strengths. In person parent nights take place multiple times a year. The STEM Team is currently researching software options for a digital newsletter.

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Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

may not know how to get their guardians involved, what roles are available, or who to contact for more information. There is a potential fear that limited English proficiency would disqualify guardians from participating. Also, need more consistent communication with parents and other stakeholders.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

need to improve communication about potential opportunities for parents to engage and have meaningful involvement. There is a need for consistent communication and parent input.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

strengthen family and community communication



Resources:


Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

increased and ongoing engagement and feedback from BAC, NCLB-PAC, LSC



which leads to...
 a cohesive unit where all stakeholders work collaboratively in the best interests of students to increase academic achievement. 




[Return to Top](#) **Implementation Plan**

Resources: 


Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 
 LSC , BAC, PAC, AP, Staff Committees

Dates for Progress Monitoring Check Ins
 Q1 10/20/23 Q3 2/8/24
 Q2 12/21/23 Q4 5/3/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Plan opportunities for increased parent engagement using a parent survey to identify needs, preferences, and skills. Level of parent and student participation through formative feedback during schoolwide events, 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.	Principal and Assistant Principals	End of the year	Not Started
Action Step 1	Create and send out parent needs/preference/career survey	Principal and Assitant Principals	By End of September	Not Started
Action Step 2	Collect data, analyze parent survey.	Assistant Principals	Quarter 2	Not Started
Action Step 3	Identify activities and match parents with indicated desired field	Assistant Principals	Quarter 2	Not Started
Action Step 4	Schedule parents	Assistant Principals	Quarter 2	Not Started
Action Step 5	During the week of the schoolwide 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.	Assistant Principals, Lead Instructional Coach and Grade Level Teacher Leaders	Quarter 2	Not Started
Implementation Milestone 2	By the start of the third quarter, we will host parent workshops to discuss our school assessment methods and review the student data reports, empowering parents to understand their student's progress and partner with the school to continue to support their child's learning.	Principal and Assistant Principals	End of the year	Not Started
Action Step 1	Ensure that all students are assessed in a timely manner.	Principal and Assistant Principals	By the end of Quarter 2	Not Started
Action Step 2	Schedule & communicate the importance of the parent workshop.	Principal and Assistant Principals	By Quarter 3	Not Started
Action Step 3	Work with teacher leaders to develop high quality workshop content.	Assistant Principals, Lead Instructional Coach and Grade Level Teacher Leaders	By Quarter 3	Not Started
Action Step 4	Facilitate parent workshops and collect feedback on the process to guide futher improvements. During 2nd Quarter, Peck School will host a Family Math & Technology Night. When schools and families partner together, no matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to postsecondary education. This will assist in building a sense of community and connect family engagement to student learning. Increase event attendance by 10% annually for the next 3 years.	Assistant Principals and ELPT	By Quarter 3	Not Started
Action Step 5				Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
Increase parent participation on Remind.	Yes	Other	Overall	School announcements reached 66% of audience	School announcements reach 70% of audience		
			Select Group or Overall				
Increase the amount of parents who participate in surveys.	Yes	5 Essentials Parent Participation Rate	Overall	0%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Create and implement family surveys to identify assets.		
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Monitor the occurrence of parent interaction via Remind app.		
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Progress Monitoring			
					Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase parent participation on Remind.	Other	Overall	School announcements	School announcements	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the amount of parents who participate in surveys.	5 Essentials Parent Participation Rate	Overall	0%		On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Create and implement family surveys to identify assets.	On Track	Select Status	Select Status	Select Status

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Select the Priority Foundation to pull over your Reflections here =>

Partnership & Engagement

<p>P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Monitor the occurrence of parent interaction via Remind app.</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

An opportunity for growth in our school community is the consistent implementation of our SEL and attendance initiatives, across all stakeholders, with fidelity. Students need more representation school wide. Students need culturally responsive school wide inclusive approaches. Teachers need training in cultural responsive instructional approaches.

Universal teaming structure- fulltime nurse, counselor, and social worker available to meet student needs.

SEL Curriculum- Calm Classroom and Second Step

Extended absences/chronic absenteeism re-entry plan- incentives for each classroom that have perfect attendance, staff members call home to check in on students, and administrators hold meeting with guardians to assure student academic progress.

What is the feedback from your stakeholders?

The school and the community can be strengthened in the following areas: increase attendance for chronically absent students, include enrichment programs, continue expanding our early childhood programs with our Child Parent Center. School needs to implement the Culturally Responsive Teaching and Learning standards. Early childhood is following CLASS ASSESSMENT. Partnership with World Vision and CIS school initiatives.

What student-centered problems have surfaced during this reflection?

There is a need for more equal representation of diverse identities. Students are seeing school celebrations focused around one ethnic group, but not seeing the same effort being put forth into the celebration of other groups. Student identity needs to be encouraged through use of positive affirmations to ensure students feel smart and confident.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

We have Second Step, Calm Classroom, and Tier I and Tier II interventions provided by the interventionist and social worker. New referral form that will be implemented school wide. All teachers and paraprofessional will attend professional development throughout the school year in order to enhance their professional skills and practices as they deliver instruction and support to culturally responsiveness. Recent STEM week celebrations focused on people from diverse backgrounds and how they contributed to their field. This exposed students to a plethora of names and faces not previously known and allowed them to celebrate the contributions they made that now directly impact their life. Trainings for parents we are currently working for this year are with Psychologist Sergio Negri, who helps parents learn about social-emotional skills and how they can help their children succeed in their education. We have a Parent Summit that takes place in May, where our community parents attend workshops for self-help, helping their children, and social-emotional, and other topics. In the past, we have also partnered with psychologist Ferney Ramirez to give workshops to parents on how to make gains in math across all grade levels. This school year, we partner with Rush University Medical Center to bring a free 6-week nutrition program to the community. We will contact Daley College to have ESL courses here at Peck (maybe even get GED courses). Parents who are elected in the BAC/PAC groups have monthly meetings they attend per part of district guidelines. They also participate in the CMPC (Multilingual Council of Chicago Parents), where they can learn about district initiatives. The parents of these committees also help tremendously with the decoration of each Peck Parent monthly meeting, and they decorate for assemblies, help with the scholastic fair, el dia del nino (day of the child) in April, they participate and help organize events such as the posada for Christmas and a mothers day event. Ms. Huerta gives math classes and runs a literature club for parents interested in building reading and math skills alongside their children. We have a partnership with SWOP that brings parent mentors to the schools. In the past, Peck has partnered with UIC and their nutrition program, and we will look into developing a connection with them again.

Peck Panthers benefit from a range of Fine Arts and STEAM learning opportunities. This includes weekly instruction in the following: Music, Art, Physical Education, World Language (Arabic), Math Lab, and MakerSpace. Instruction in these classes is cross-curricular, providing students with meaningful application of core content learning through creative expression, critical design thinking, and analytical problem-solving.

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Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

Students... are not seeing equal representation of diverse identities. (Students are seeing school celebrations focused around one ethnic group, but not seeing the same effort being put forth into the celebration of other groups.)

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we... focused attention on curricular needs above social/emotional needs.

[5 Why's Root Cause Protocol](#)


Indicators of a Quality CIWP: Root Cause Analysis


Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.


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Theory of Action

What is your Theory of Action?

If we.... support the intentional professional development of staff regarding culturally responsive teaching and learning (CRTL) and use existing SEL materials within classrooms with fidelity 

then we see.... on an increase in culturally responsive instructional practices, and a decline in social and emotional concerns 

which leads to... expanded knowledge of diversity, an increase of equitable experiences, inclusion, and an increased sense of belonging. 

Resources: 

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

[Return to Top](#) **Implementation Plan**

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.




Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.


Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 	Dates for Progress Monitoring Check Ins								
School Wide Staff	<table border="0"> <tr> <td>Q1</td><td>10/20/23</td> <td>Q3</td><td>2/8/24</td> </tr> <tr> <td>Q2</td><td>12/21/23</td> <td>Q4</td><td>5/3/24</td> </tr> </table>	Q1	10/20/23	Q3	2/8/24	Q2	12/21/23	Q4	5/3/24
Q1	10/20/23	Q3	2/8/24						
Q2	12/21/23	Q4	5/3/24						

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Staff members attend at least one professional development training on SEL.	Principal and Assistant Principals	October 2023	Not Started
Action Step 1	Survey staff to determine the different levels of professional development that is needed.	Principal and Assistant Principals, Grade level team leads	September 2023	Not Started
Action Step 2	Search professional development opportunities that cater to teacher inquiries.	Principal and Assistant Principals	September 2023	Not Started
Action Step 3	Engage staff in professional development session	Principal and Assistant Principals, Grade level team leads	October 27, 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Staff members attend at least one professional development training on CRTL and provide SEL/CR resources for students	Principal and Assistant Principals	February 2024	Not Started
Action Step 1	Survey staff the different levels of professional development that is needed.	Principal and Assistant Principals	September 2023	Not Started
Action Step 2	Search professional development opportunities that cater to teacher inquiries.	Principal and Assistant Principals	February 2024	Not Started
Action Step 3	Build teachers' repository of SEL/Culturally responsive 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. Provide Full-Day PreK Classrooms with appropriate, SEL/ Culturally responsive research-based academic instruction and instructional play interactions for students to set the foundation for future success in school, college, and careers.	Principal and Assistant Principals	February 2024	Not Started
Action Step 4	Renew active subscriptions of research-based, on-line reading resources and software programs (i.e., BrainPop, Reading A-Z, Raz-Kids, Accelerated Reader, Imagine Learning Reading Program, Reading Plus) and use the assessment data from these programs to monitor impact on student achievement. After quarterly data review, determine if the programs have positively supported student literacy, promoting academic achievement.	Principal and Assistant Principals	Ongoing Q1, Q2	In Progress
Action Step 5	Through partnership with the West Lawn Community Public Library, ensure that all students in need of a Chicago Public Library card will be given the paperwork to apply for a library card and encourage active participation in SEL/Culturally responsive materials/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.	Principal and Assistant Principals	October 2023	In Progress
Implementation Milestone 3	Establish school Behavioral Health Team (i.e. counselor, social worker, case manager, admin, etc.)	Principal and Assistant Principals	September 2023	Not Started
Action Step 1	Weekly grade level meetings to provide SEL supports for teachers	Principal and Assistant Principals	End of the year	Not Started
Action Step 2	At the end of the school year, conduct an annual re-audit of classroom libraries, leveled readers in the bookroom 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.	Principal and Assistant Principals	End of SY24	Not Started

Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 




SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

[Return to Top](#) **Goal Setting**



Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 
IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
The number of students receiving Second Step instruction.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/> <small>Select Group or Overall</small>	0%			
There will be a decrease in chronic absenteeism.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/> <small>Select Group or Overall</small>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A Climate and Culture Team will be created.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All students are receiving Second Step instruction.		
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	To decrease chronic absenteeism by implementing a process for re-entry.		

[Return to Top](#) **SY24 Progress Monitoring**

Below are the goals for this Theory of Action that were created above. CWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The number of students receiving Second Step instruction.	Other	Overall	0%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
There will be a decrease in chronic absenteeism.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A Climate and Culture Team will be created.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All students are receiving Second Step instruction.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	To decrease chronic absenteeism by implementing a process for re-entry.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- 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.
- 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.
- 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.
- 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.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- 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.


SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- 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.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

The school will establish a Parent Advisory Committee to conduct monthly meeting to improve students academic achievement through training parents on their role in working with their children at home and engage with them in the before school and after school programs through the CSI (Community School initiative and other needed programs). Provide workshop for parents on parenting skills an health education and nutrition for parents to take care of their children through programs offered by different local agencies and universities. Monthly parents meeting will usually range from 60- 120 parents and all refreshements and incentive will be provided to parents by our external partners for effective participation in the meeting and engagements. All workshops are conducted based on recommendations from parents through a needs assessment suvey. Other academic program are provided to parents such as math, ESL classes and other artifacts, cooking and sewing classes by the parents liason and school community representative. All Title funds allocated for parents are spent on Parents programing and offering as recommended by the Parent's Advisory Committee and the LSC (Local School Council) members and all budget items are approved and monitored by the PAC and the LSC. [Here](#) 

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support