



George M Pullman Elementary School (/school-plans/366) / Plan summary

## 2016-2018 plan summary

### Team

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Julious Lawson	Principal	jlawson1@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
04/28/2016	Principal, AP, C. Brooks, C. Briscoe, T. Dunlap, J. Kenny	SEF
02/17/2016	Principal, AP, C. Brooks, T. Dunlap, J. Kenny, P. Alexander, R. Branscomb, N. Ferst	SEF
03/23/2016	Principal, AP, C. Brooks, T. Dunlap, J. Kenny, P. Alexander, R. Branscomb, N. Ferst, C. Wilson	Framework Priorities
04/11/2016	Principal, AP, C. Brooks, T. Dunlap, J. Kenny, P. Alexander, N. Ferst	Framework Priorities
04/28/2016	Principal, AP, C. Brooks, T. Dunlap, J. Kenny, P. Alexander, R. Branscomb, N.	Strategies

05/03/2016

Principal, AP, C. Brooks, T. Dunlap, P. Alexander, N. Ferst

Action Steps

05/12/2016

Final Drafting

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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The mission at Pullman is to create a safe and positive culture of learning, and actively engage students in the Common Core Curriculum to ensure growth in preparation for college, military service, career, and beyond. Our vision is to provide high-quality learning experiences, rooted in Common Core State Standards, which promote critical thinking, social development, and foster technologically literate students who will be able to adapt and excel in an ever-changing global society. Pullman received a score of 52 (Neutral) on Effective Leaders, representing its aggregate performance across four key indicators of this essential: Program Coherence (63 - Strong) Teacher-Principal Trust (58 - Neutral) Teacher Influence (30 - Weak) Instructional Leadership (58 - Neutral).

Pullman develops an annual professional development plan that is aligned to school priorities: literacy, math, science, attendance, ELs and DLs. The professional development plan is aligned to teachers' needs as per REACH, ILT, and grade level team meetings. Teachers are involved in a variety of opportunities through the district and network and school for additional training in Reading, Math, Science, and various other areas. There is a consistent plan for teacher observation aligned to REACH protocol. Principal and Instructional Leadership Team meets with students quarterly to discuss NWEA EOY goals; conducts quarterly meetings with parents using Measurement Academic Progress (MAP) to discuss link between current performance and college and career readiness.

We conduct State of School Address to communicate student goals to parents. Principal provides monthly parent meetings beginning with Open House in September to discuss school performance and expectations. Grade level parent meetings occurred to explain what test data meant and how parents could support student growth. Teachers confer with families to discuss academic performance and student behavior. Teachers keep a log of parent communication. Options for alternate placement is distributed to parents based on district's timeline or parent requests.

**Guide for Leadership & Collective Responsibility**

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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The ILT meets after school regularly, analyzes data and does learning walks. The ILT is comprised of teacher leaders from every grade band and specialty area. ILT teacher team members take information to their grade level teams. The ILT engages in debriefings after the learning walks, analyze data and makes instructional decisions to help the school progress towards school-wide goals. After each screener (fall, winter and spring) teachers review data and set instructional goals. Classroom academic achievement targets were set for grades kindergarten through 8 in reading, math and science. These goals are reviewed and discussed following the fall, winter and spring screeners. Special intervention is provided to students in specific subgroups where an achievement gap existed (i.e. ELL at certain grades, special education students). There is a focus on academics and related supports (extended learning opportunities). The Theory of Action directly relates to the analysis of student data. Data charts are created to monitor assessment results in conjunction with the Theory of Action.

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

### Professional Learning:

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

Score

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At Pullman, teachers collaborate to promote professional growth. Teachers are active partners in school improvement, committed to the school, and focused on professional development. Pullman received a score of 51 on Collaborative Teachers, representing its aggregate performance across four key indicators of this essential: Collaborative Practices (75 - Strong) Collective Responsibility (49 - Neutral) Quality Professional Development (54 - Neutral) School Commitment (50 - Neutral) Teacher-Teacher Trust (29 - Weak). Year long professional development is evidenced by agendas and sign in sheets. Teachers collaborate regarding the effectiveness and use of information and strategies gained at the professional development sessions. They meet weekly and submit meeting notes after their meetings. To ensure that professional development is relevant to the teachers, the following structures are followed: administrative observations, student work samples, surveys, instructional rounds, and student interviews. Teacher teams consist of regular and special education teachers. Each team has an ILT member present as a resource and liason.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

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

Score

1 2 3 4

Pullman school uses the budget appropriately to purchase materials and supplies for students based on need. Grants are applied for and obtained to help meet student and staff needs. The school allocates discretionary spending to align with identified needs and strategic priorities. The school actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. The school maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.

#### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

#### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Pullman School implements a curricular scope and sequence developed by Dr. B. Radner of Depaul University at grades Pre-K through 8th. In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are: active partners in school improvement, committed to the school, and focused on professional development. Each grade level team, which includes the diverse learner teachers, will create IB unit planners which are aligned to the CCSS for the entire year. Each grade level creates 6-8 units and revises units annually based on effective and student input. Planners are interdisciplinary, specialty teachers create units for their discipline and integrate their disciplines into grade level planners. Literacy goals are utilized in all subject areas. The IB program requires daily planning, assessments and assignments to be connected individualized learning with a focus on social justice.

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?>**

a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

Instructional materials are grade level appropriate and include a variety of literature and informational texts. Student choice and interest are considered in the selection of instructional materials. Each grade level has complete sets of instructional materials that are aligned to CCSS. Technology is accessible to all students. Pullman provides one-to-one availability for all 2nd-8th grade students with a variety of software programs available for math, reading and science. Software programs are aligned to CCSS, include placement assessments and offer alternative pathways based on student performance. Most programs have progress monitoring embedded. Materials are supportive of diverse learners. Accommodations and modifications can be made with instructional materials.

## Guide for Instructional Materials

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

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





- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

### Score

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Every staff member reinforces school expectations for students to aspire to attend college and become career-ready. Morning affirmation includes college and career-ready statements. Upward Bound Partnership with Metropolitan Family Services for students in 8th grade. College banners are located in each corridor. College of the Month displayed to support awareness (main corridor). College readiness after school course offered weekly to students in 5th-8th grade through AfterSchool All-Stars program. Partnership with CSU has been established for various supports including mentoring, undergraduate field hours, and student teaching.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliiteracy)

- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

### Score

1 2 3 4

All teachers provide grade level instruction as identified by individual areas of certification. In each classroom, objectives for learning are posted daily. Teachers communicate objectives to students, model learning for students and discuss how they will demonstrate their understanding. Teachers also provide relevance for learning and how it will be assessed. Most teachers use low-and high-level questions. Overall, there is improvement required on providing high level questioning in classrooms. Students have access to complex texts within a variety of genres. Pullman teachers are working to promote the emergence of self-directed learners.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.

- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Pullman School utilizes the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, teachers begin with the identification of trends and patterns using school-wide and grade-level data. Most classrooms begin their day with morning meetings to gauge student social-emotional needs. Restorative justice practices are used to address issues. There is a tiered approach used to address issues. There continues to be a decline in negative behavior. The school environment is safe and welcoming for students, staff and community members. Screening assessments in reading and math, along with NWEA data is used to determine appropriate instruction. NWEA Learning continuum and classroom data are used to determine targeted instruction. Small group instruction occurs daily, resource teachers push-in and pull-out students for intervention services. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Pullman's MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual**

- needs ('Personalized Learning').
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 **3** 4

There is a school-wide assessment plan for DIBELS/TRC and MAP NWEA. Teachers use a comprehensive set of diagnostics assessments

at BOY, in addition to scheduled formative (exit tickets and observations), selected response and constructed response, performance tasks and summative assessments.

Grading practices at Pullman are consistent across grade levels. Most teachers employ effective grading practices, including accurate, specific, and timely feedback designed to improve student performance. Grade book audits are performed regularly to monitor fidelity and ensure practice leads to students' academic growth.

## Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

### Score

1 2 3 4

Every staff member reinforces school expectations for students to aspire to attend college and become career-ready. Morning affirmation includes college and career-ready statements. Upward Bound Partnership with Metropolitan Family Services for students in 8th grade. College banners are located in each corridor. College of the Month displayed to support awareness (main corridor). College readiness after school course offered weekly to students in 5th-8th grade through AfterSchool All-Stars program. Partnership with CSU has been established for various supports including mentoring, undergraduate field hours, and student teaching.

School-wide expectations are displayed throughout Pullman. Every classroom has formative assessment NWEA data visible. Student achievement and Spring targets are posted. Individual student conferences occur are held quarterly to discuss student targets and develop learning plans for students achievement which is aligned to college and career readiness metrics. High levels of student attainment and growth are rewarded with incentives each semester.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 3 4

Pullman is characterized by a high number of positive working relationships within the school. Students are very trusting of the adults within the school. Most interactions between adults and students are respectful. Diverse learners are included in all social and physical activities as their non-disabled peers. Classrooms experiences demonstrate an appreciation of who are students are. The building is warm and welcoming. All guests are greeted as they enter the building. Principal leads the work of community engagement and parent empowerment through strong relationships with community organizations. School staff provides a moderate level of authentic and engaging activities for families and the community to participate.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

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

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

Score

1 2 3 4

Students are interested in learning about their culture and community. We provide opportunities to immerse our students in expanded learning which is aligned to their ability to support their community through entrepreneurial opportunities to produce their own organic food and serve it within the school. Extracurricular activities include- Pom Pom, Cheerleading, Boy's and Girl's Basketball. We partner with The Equus Project, The Pullman Civic Organization, The Pullman Community CoOp and The Pullman Public Library. We partner with our local park district and YMCA to offer sports programs to our students. We are continuing to look for opportunities to expand our extracurricular offerings.

### Guide for Student Voice, Engagement, & Civic Life

#### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**

- Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

School-wide behavior expectations are posted throughout all areas of the school building. There is a high level of structure present within school-level systems. Structures are consistent and serve to minimize adverse school behaviors and increase student achievement.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies**



**and procedures. (See Restorative Approaches to Discipline)**

- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 **3** 4

Restorative justice is used to address adverse behavior at Pullman. The disciplinarian works with classroom teachers to provide behavior interventions using a tiered approach. There is a consistent decline in the frequency negative behaviors occur. The school environment is safe and welcoming for all students, staff and community members. Pullman School is warm and welcoming. All guests are greeted as they enter the building.

**Guide for Restorative Approaches to Discipline**

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

School Clerk Assistant conducts weekly home visits for students with attendance as well as provides outreach efforts to families of students who need additional support services. Families are encouraged to create a life plan as a guide to planning family goals that include education as a priority. Ongoing Parent workshops are hosted to inform and train parents in various areas they identify as important via survey (high school options and requirements, DL supports, homework help, etc). Counselor works to support parents with students in other areas as necessary.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

4 Culture of & Structure for Continuous Improvement: Aligned Resources

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

National School Growth Percentile - Reading

Teachers at George M. Pullman will follow a Balanced Literacy Framework that will provide explicit reading instruction to students daily. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, differentiated small group instruction, writer's workshop, and student intervention. All lessons will include evidence of the Gradual Release of Responsibility. Instruction will derive from curriculum guides, unit plans, and 5 week assessments that are aligned to the Common Core State Standards. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8. Build teacher capacity to deliver effective, quality literacy instruction that enhances learning for all students. Implementing a Balanced Literacy Framework for ELA instruction will warrant teaching and learning with fidelity. Maximizing instructional minutes will ensure student achievement in an effort to become college and career ready. ELA instructors will adhere to CCSS to confirm rigorous instruction for all students.

31.00

55.00

60.00

70.00

National School Growth Percentile - Math

Pullman Teachers will utilize 90 instructional minutes daily as an opportunity to implement a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning that includes differentiated small group instruction, including student intervention and acceleration. All classrooms will implement math non-negotiables to enhance the learning environment for all students. Utilizing 90 instructional minutes to meet students at challenge and acceleration levels will ensure that students increase achievement in math, with more students moving into meets and exceeds categories. Math achievement for all students will increase through implementation of rigorous, more sustained units of learning, decreasing the achievement gap for all students. A consistent, coherent scope and sequence for math utilizing research based best practices will build capacity of teachers to impact math achievement for all learners.

1.00

50.00

60.00

70.00

% of Students Meeting/Exceeding National Ave Growth Norms

Teachers at George M. Pullman will follow a Balanced Literacy Framework and utilize 90 instructional minutes of math that will provide explicit reading and math instruction to students daily. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, small group instruction, writer's workshop, and student intervention. Math instruction will include a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning that includes regular small group instruction, including student intervention and acceleration. All classrooms will implement math non-negotiables to enhance the learning environment for all students. Lessons within all areas of content will include evidence of the Gradual Release of Responsibility. Instruction will derive from curriculum guides, unit plans, and 5 week assessments that are aligned to the Common Core State Standards. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8. Build teacher capacity to deliver effective, quality literacy instruction that enhances learning for all students. Implementing a Balanced Literacy Framework for ELA instruction and a consistent, coherent scope and sequence for math will warrant teaching and learning with fidelity. Maximizing instructional minutes will ensure student achievement in an effort to become college and career ready. ELA instructors will adhere to CCSS to confirm rigorous instruction for all students.

41.20

(Blank)

60.00

70.00

African-American Growth Percentile - Reading

Teachers at George M. Pullman will follow a Balanced Literacy Framework that will provide explicit reading instruction to students daily. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, differentiated small group instruction, writer's workshop, and student intervention. All lessons will include evidence of the Gradual Release of Responsibility. Instruction will derive from curriculum guides, unit plans, and 5 week assessments that are aligned to the Common Core State Standards. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8. Build teacher capacity to deliver effective, quality literacy instruction that enhances learning for all students. Implementing a Balanced Literacy Framework for ELA instruction will warrant teaching and learning with fidelity. Maximizing instructional minutes will ensure student achievement in an effort to become college and career ready. ELA instructors will adhere to CCSS to confirm rigorous instruction for all students.

25.00

40.00

45.00

50.00

**Hispanic Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

**English Learner Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

**Diverse Learner Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

**African-American Growth Percentile - Math**

Pullman Teachers will utilize 90 instructional minutes daily as an opportunity to implement a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning that includes differentiated small group instruction, including student intervention and acceleration. All classrooms will implement math non-negotiables to enhance the learning environment for all students. Utilizing 90 instructional minutes to meet students at challenge and acceleration levels will ensure that students increase achievement in math, with more students moving into meets and exceeds categories. Math achievement for all students will increase through implementation of rigorous, more sustained units of learning, decreasing the achievement gap for all students. A consistent, coherent scope and sequence for math utilizing research based best practices will build capacity of teachers to impact math achievement for all learners.

1.00

52.00

57.00

62.00

**Hispanic Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**English Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**Diverse Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**National School Attainment Percentile - Reading (Grades 3-8)**

Teachers at George M. Pullman will follow a Balanced Literacy Framework that will provide explicit reading instruction to students daily. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, differentiated small group instruction, writer's workshop, and student intervention. All lessons will include evidence of the Gradual Release of Responsibility. Instruction will derive from curriculum guides, unit plans, and 5 week assessments that are aligned to the Common Core State Standards. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8. Build teacher capacity to deliver effective, quality literacy instruction that enhances learning for all students. Implementing a Balanced Literacy Framework for ELA instruction will warrant teaching and learning with fidelity. Maximizing instructional minutes will ensure student achievement in an effort to become college and career ready. ELA instructors will adhere to CCSS to confirm rigorous instruction for all students.

23.00

39.00

44.00

49.00

**National School Attainment Percentile - Math (Grades 3-8)**

Pullman Teachers will utilize 90 instructional minutes daily as an opportunity to implement a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning that includes differentiated small group instruction, including student intervention and acceleration. All classrooms will implement math non-negotiables to enhance the learning environment for all students. Utilizing 90 instructional minutes to meet students at challenge and acceleration levels will ensure that students increase achievement in math, with more students moving into meets and exceeds categories. Math achievement for all students will increase through implementation of rigorous, more sustained units of learning, decreasing the achievement gap for all students. A consistent, coherent scope and sequence for math utilizing research based best practices will build capacity of teachers to impact math achievement for all learners.

10.00

23.00

33.00

43.00

**National School Attainment Percentile - Reading (Grade 2)**

Teachers at George M. Pullman will follow a Balanced Literacy Framework that will provide explicit reading instruction to students daily. English Language Arts (ELA) lessons will include read alouds, vocabulary, word study, guided practice, differentiated small group instruction, writer's workshop, and student intervention. All lessons will include evidence of the Gradual Release of Responsibility. Instruction will derive from curriculum guides, unit plans, and 5 week assessments that are aligned to the Common Core State Standards. Daily schedules are an uninterrupted reading block of ELA; 120 minutes for K-5 and 90 minutes for grades 6 - 8. Build teacher capacity to deliver effective, quality literacy instruction that enhances learning for all students. Implementing a Balanced Literacy Framework for ELA instruction will warrant teaching and learning with fidelity. Maximizing instructional minutes will ensure student achievement in an effort to become college and career ready. ELA instructors will adhere to CCSS to confirm rigorous instruction for all students.

10.00

88.00

90.00

92.00

**National School Attainment Percentile - Math (Grade 2)**

Pullman Teachers will utilize 90 instructional minutes daily as an opportunity to implement a vertically aligned scope and sequence, units of study and 5 week assessments to support high quality math teaching and learning that includes differentiated small group instruction, including student intervention and acceleration. All classrooms will implement math non-negotiables to enhance the learning environment for all students. Utilizing 90 instructional minutes to meet students at challenge and acceleration levels will ensure that students increase achievement in math, with more students moving into meets and exceeds categories. Math achievement for all students will increase through implementation of rigorous, more sustained units of learning, decreasing the achievement gap for all students. A consistent, coherent scope and sequence for math utilizing research based best practices will build capacity of teachers to impact math achievement for all learners.

16.00

91.00

93.00

95.00

**% of Students Making Sufficient Annual Progress on ACCESS**

N/A

(Blank)

(Blank)

0.00

0.00

**Average Daily Attendance Rate**

Pullman School attendance support will ensure all classroom attendance is submitted, including all tardies by 9:30 a.m. daily. Telephone calls will be made daily by teachers, other designees appointed by the Principal and the school's outcaller system, letting parents know of student absences and reminding them to send notes when students return to school. If the school is unable to contact parents by telephone, home visits will be attempted, when possible, after the 3rd student absence (excused/unexcused). Also, the school and CPS will provide incentives, daily, weekly, monthly, quarterly and yearly to individual students, classrooms and/or schools who demonstrate excellent attendance and excellent attendance practices. Additionally, Network 13 Chief of Schools, Dr. Karen V. Saffold, the Attendance Administrator and other Network Staff support Pullman in promoting outstanding student attendance by planning an end of the year Network Wide Event for all students in Network 13 Schools with Perfect Attendance the entire school year.

93.50

96.50

97.00

97.50

**My Voice, My School 5 Essentials Survey**

The 2015 My Voice, My School Survey lists George M Pullman Elementary as organized for improvement. Each of the Essentials provides a different lens into the organizational and learning conditions at Pullman and provides guidance on how a school can organize its work. Of the 5 Essentials, Pullman is rated "very strong" in only one category, Ambitious Instruction, which is indicative of challenging and engaging classes. The categories Effective Leaders, Collaborative Teachers, Involved Families, and Supportive Environment are all rated "neutral". Pullman school administration and ILT will develop a plan to ensure Pullman School demonstrates improvement in each of the aforementioned categories as supported by a 90% student and staff response rate.

(Blank)

(Blank)

(Blank)

(Blank)

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Implement a range of pedagogical approaches that meet the learning needs of every student; monitor progress and adjust instruction to address student misunderstandings through re-teaching strategies, interventions, and enrichment.

quality instruction provided to all students in every classroom and improvement in small group instruction;

primary students achieving at DIBELS/TRC Proficiency level and students in grades 2-8 achieving at/beyond 70th percentile growth measures on reading and math NWEA MAP assessments; and 50%, or better, of students meeting or exceeding national average growth norms on Reading and Math NWEA MAP assessments.

Tags:

Scope and sequence

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Designate literacy "lead" teachers within grade bands so teachers, school-wide are able to receive coaching and support	Administration	Aug 1, 2016 to Aug 31, 2016	(Blank)	Not started

**Teacher leadership, Peer coaching**

Provide additional instructional support before school or extended day to aide in closing the achievement gap.	ILT Administration	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Instructional support**

Administer 5 week assessments to monitor ELA and Math teaching and learning. Analyze data and use findings to inform instruction.	Teachers	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Assessments, Data analysis**

Conduct frequent observations and provide coaching/feedback to teachers regarding ELA and Math instruction.	Administration ILT	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Feedback, Observations, Coaching**

Hire Dr. Radner to help develop and support literacy PLC to build capacity of teachers to deliver high quality instruction and assessment to support literacy achievement.	Administration	Jun 30, 2018 to Jun 30, 2018	(Blank)	Not started
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**Plc, High quality instruction/professional development**

Employ strategies for scheduling that support job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for benchmarking and monitoring formative reading data.

Administration

Aug 1, 2016 to Jun 30, 2018

(Blank)

Not started

**Collaboration, Meetings, Common planning time**

Implement quarterly family literacy and math nights targeting strategies and learning outcomes for each grade level to increase family involvement in ELA and Math programs.

ILT  
Teacher Teams

Sep 1, 2016 to Jun 30, 2018

(Blank)

Not started

**Quartly family engagement night**

Provide differentiated literacy and math instruction for all students based upon boy, moy, and eoy screenings and formal/informal teacher assessments so all students can achieve at high levels.

Teachers

Sep 1, 2016 to Jun 30, 2018

(Blank)

Not started

**Literacy/Reading, Math, Multiple measures for screening, diagnosing, and progress monitoring**

Review and monitor MTSS, NWEA, TRC/DIEBELS and classroom formative and summative assessment data of students for additive intervention or enrichment opportunities for literacy instruction.

ILT  
Teacher Teams

Sep 1, 2016 to Jun 30, 2018

(Blank)

Not started

**MTSS, Nwea, Trc, Dibel**

Implement literacy and math unit plans based on common core state standards that relate to Network 13 Literacy Competency Calendar with fidelity.

Teachers

Sep 1, 2016 to Jun 30, 2018

(Blank)

Not started

**Literacy, Units of study**

Purchase text sets aligned to quarterly benchmark assessments/units of study.

Administration

Aug 1, 2016 to Oct 30, 2016

(Blank)

Not started

**Benchmark progress monitoring, Units of study, Text**

Grade level teacher teams will meet weekly to discuss teacher practice, strategies, and resources to aide in enhancing instruction.

Teacher Teams

Sep 1, 2016 to Jun 30, 2018

(Blank)

Not started

**Resources, Grade level teams**



Purchase and implement research-based initiatives for grades pre-k thru 2 to support language acquisition.	Administration Teacher Teams	Aug 1, 2016 to Oct 30, 2016	(Blank)	Not started
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**Language acquisition**

Teachers will meet to plan units, curriculum maps, pacing charts, etc. to develop a consistent flow of instruction	Teachers	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Curriculum maps, Instructional planning, Pacing**

Provide professional development to support literacy/math PLC to build capacity of teachers to deliver high quality instruction and assessment to support literacy achievement.	Administration	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Professional development, High quality instruction/professional development**

Purchase personalized Learning and assessment programs to supplement teaching and learning that will be integrated into reading and math curriculum (i.e; STRIDE Academy, Mathletics, IXL, etc.)	Administration	Aug 1, 2016 to Sep 30, 2016	(Blank)	Not started
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**Personalized Learning**

Increase informal, non-evaluative observations across the school by administrators and peers with a focus on improving literacy and math instruction.	Administration	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Observations, High quality instruction/professional development**

**Strategy 2**

If we do...

If we create rich environments where teachers design Levels 3 and 4 Depth of Knowledge to instruction and assessment;

...then we see...

"rigor" or cognitive demand in assessments, lessons, and tasks in every classroom.

...which leads to...

students becoming analytical and critical thinkers, independent problem solvers, experts at communicating with others, and socially astute learners as evidenced by achieving a minimum of 70% accuracy on 5- week assessments, lessons, and tasks developed at DOK Levels 3 and 4.

Tags:

Common core, Dok, Student work protocol, Robust

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Grade level bands will collaborate and plan to deliver high quality /rigorous instruction.	Teacher Teams	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started

**Rigorous tasks, Band, Collaborative teachers, High quality instruction/professional development**

Research and develop rubrics for authentic student tasks.	Teacher Teams	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Authentic tasks, Rubrics**

Analyze standardized and adaptive student performance data in order to differentiate instruction and assessments.	Teachers Teacher Teams ILT	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Differentiated instruction, Data analysis**

Conduct summer professional development for Common Core lesson planning, assessment, use of DOK.	ILT Teacher Teams	Jul 1, 2016 to Sep 2, 2016	(Blank)	Not started
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**Assessment, Professional development, Common core, Dok, Lesson planning**

Develop and implement protocol for analyzing student tasks and identifying DOK level.	ILT Teacher Teams	Aug 1, 2016 to Sep 30, 2016	(Blank)	Not started
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**Dok, Student work protocol**

Develop and implement protocol for analyzing student assessments and identifying DOK level.	ILT Teacher Teams	Aug 1, 2016 to Sep 30, 2016	(Blank)	Not started
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**Dok, Student work protocol**

Monitor and provide feedback bi-weekly for teacher assessments.	ILT Teacher Teams	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**Teacher feedback, Monitor**

Strategy 3

If we do...

Empower the ILT to inform professional learning opportunities for areas directly related to student achievement and vet initiatives and strategies on the basis of their direct impact on outcomes

...then we see...

Adults persevering in collaboration, engaged in using appropriate protocols and problem solving focused on student learning data

...which leads to...

The Pullman School ILT formatively reviewing and revising school and classroom practices a minimum of twice quarterly.

Tags:  
ILT

Area(s) of focus:  
3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Develop yearly meeting schedule for ILT members to participate in bi weekly sessions to collaborate in planning for school-wide success including, but not limited to, instruction aligned to CCSS, rigor, student work, analyzing data and identify next steps during the 2016-2018 school years.

ILT

Aug 1, 2016 to Jun 30, 2017

(Blank)

Not started

**Instruction, Ccss, Planning, Meetings, Rigor**

The ILT will develop a year-long professional development plan aligned to school, network and district priorities (CCSS, PARCC, REACH, etc.)

ILT

Aug 1, 2016 to Jun 30, 2017

(Blank)

Not started

**ILT, Professional development**

During the first three weeks of September 2016 the ILT and classroom teachers will analyze data in order to identify targeted students for small groups, Tier II and III intervention.

ILT

Aug 1, 2016 to Sep 23, 2016

(Blank)

Behind

**ILT, Tier 2 & 3, Analysis of data, progress monitoring, rit instruction, small group instruction**

Analyze and monitor MTSS, NWEA, SEL and classroom formative and summative assessment data of students quarterly in order to identify trends, provide additional supports to identified students/families.

ILT

Aug 1, 2016 to Jun 30, 2017

(Blank)

Not started

**Support, Data analysis, Formative assessment, Summative assessment**

Monitor 5 week assessments to identify trends in teaching and learning of literacy and math instruction and provide additional supports to identified students

ILT

Sep 5, 2016 to Jun 30, 2018

(Blank)

Not started

**Assessments**

Survey teachers at the start of each semester to gauge PD interests and invest accordingly to build professional capacity.

ILT

Sep 5, 2016 to Jun 30, 2018

(Blank)

Not started

**Survey**

Develop school wide ILT communication plan for all teachers and staff for effective communication of ILT decisions, plans, protocols, etc.

ILT

Aug 1, 2016 to Sep 30, 2016

(Blank)

Not started

**ILT, Communication**

Identify teacher leaders to attend Network and District EL teacher leader professional developments. All leads will provide school-based professional development to teachers to share new learning.	Administration	Aug 1, 2016 to Aug 31, 2016	(Blank)	Not started
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**Teacher leadership**

ILT will review REACH data in order to identify school wide evaluation trends and teachers who are in need of additional support. ILT lead will be assigned as a mentor by the start of September. The mentor support the teacher in planning, preparation and implementing instructional best practices during the 2016-2017 school year.	ILT/Administration	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**ILT, Reach**

Develop and implement an instructional rounds protocol to identify school-wide trends in instruction and ensure teaching and learning best practices.	ILT/Administration	Aug 1, 2016 to Sep 30, 2016	(Blank)	Not started
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**Protocols, Instructional walk**

The ILT will survey parents at the start of each semester to better understand parent needs to build professional capacity in order to engage parents as partners in the instructional program.	ILT	Aug 1, 2016 to Jun 30, 2018	(Blank)	Not started
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**ILT, Parent partnerships**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Designate literacy "lead" teachers within grade bands so teachers, school-wide are able to receive coaching and support</p> <p>Tags: Scope and sequence, Teacher leadership, Peer coaching</p>	Administration	Aug 1, 2016	Aug 31, 2016	Not started
<p>✚ Provide additional instructional support before school or extended day to aide in closing the achievement gap.</p> <p>Tags: Scope and sequence, Instructional support</p>	ILT Administration	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Administer 5 week assessments to monitor ELA and Math teaching and learning. Analyze data and use findings to inform instruction.</p> <p>Tags: Scope and sequence, Assessments, Data analysis</p>	Teachers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✚ Conduct frequent observations and provide coaching/feedback to teachers regarding ELA and Math instruction.</p> <p>Tags: Scope and sequence, Feedback, Observations, Coaching</p>	Administration ILT	Sep 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Hire Dr. Radner to help develop and support literacy PLC to build capacity of teachers to deliver high quality instruction and assessment to support literacy achievement.</p> <p>Tags: Scope and sequence, Plc, High quality instruction/professional development</p>	Administration	Jun 30, 2018	Jun 30, 2018	Not started
<p>✦ Employ strategies for scheduling that support job embedded opportunities for common planning, vertical meetings/data clusters, and staff collaboration for benchmarking and monitoring formative reading data.</p> <p>Tags: Scope and sequence, Collaboration, Meetings, Common planning time</p>	Administration	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Implement quarterly family literacy and math nights targeting strategies and learning outcomes for each grade level to increase family involvement in ELA and Math programs.</p> <p>Tags: Scope and sequence, Quartlery family engagement night</p>	ILT Teacher Teams	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Provide differentiated literacy and math instruction for all students based upon boy, moy, and eoy screenings and formal/informal teacher assessments so all students can achieve at high levels.</p> <p>Tags: Scope and sequence, Literacy/Reading, Math, Multiple measures for screening, diagnosing, and progress monitoring</p>	Teachers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Review and monitor MTSS, NWEA, TRC/DIEBELS and classroom formative and summative assessment data of students for additive intervention or enrichment opportunities for literacy instruction.</p> <p>Tags: Scope and sequence, MTSS, Nwea, Trc, Dibel</p>	ILT Teacher Teams	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Implement literacy and math unit plans based on common core state standards that relate to Network 13 Literacy Competency Calendar with fidelity.</p> <p>Tags: Scope and sequence, Literacy, Units of study</p>	Teachers	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Purchase text sets aligned to quarterly benchmark assessments/units of study.</p> <p>Tags: Scope and sequence, Benchmark progress monitoring, Units of study, Text</p>	Administration	Aug 1, 2016	Oct 30, 2016	Not started
<p>✦ Grade level teacher teams will meet weekly to discuss teacher practice, strategies, and resources to aide in enhancing instruction.</p> <p>Tags: Scope and sequence, Resources, Grade level teams</p>	Teacher Teams	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Purchase and implement research-based initiatives for grades pre-k thru 2 to support language acquisition.</p> <p>Tags: Scope and sequence, Language acquisition</p>	Administration Teacher Teams	Aug 1, 2016	Oct 30, 2016	Not started
<p>✦ Teachers will meet to plan units, curriculum maps, pacing charts, etc. to develop a consistent flow of instruction</p> <p>Tags: Scope and sequence, Curriculum maps, Instructional planning, Pacing</p>	Teachers	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Provide professional development to support literacy/math PLC to build capacity of teachers to deliver high quality instruction and assessment to support literacy achievement.</p> <p>Tags: Scope and sequence, Professional development, High quality instruction/professional development</p>	Administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Purchase personalized Learning and assessment programs to supplement teaching and learning that will be integrated into reading and math curriculum (i.e; STRIDE Academy, Mathletics, IXL, etc.)</p> <p>Tags: Scope and sequence, Personalized Learning</p>	Administration	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ Increase informal, non-evaluative observations across the school by administrators and peers with a focus on improving literacy and math instruction.</p> <p>Tags: Scope and sequence, Observations, High quality instruction/professional development</p>	Administration	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Grade level bands will collaborate and plan to deliver high quality /rigorous instruction.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Rigorous tasks, Band, Collaborative teachers, High quality instruction/professional development</p>	Teacher Teams	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Research and develop rubrics for authentic student tasks.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Authentic tasks, Rubrics</p>	Teacher Teams	Aug 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Analyze standardized and adaptive student performance data in order to differentiate instruction and assessments.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Differentiated instruction, Data analysis</p>	Teachers Teacher Teams ILT	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Conduct summer professional development for Common Core lesson planning, assessment, use of DOK.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Assessment, Professional development, Common core, Dok, Lesson planning</p>	ILT Teacher Teams	Jul 1, 2016	Sep 2, 2016	Not started
<p>✦ Develop and implement protocol for analyzing student tasks and identifying DOK level.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Dok, Student work protocol</p>	ILT Teacher Teams	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ Develop and implement protocol for analyzing student assessments and identifying DOK level.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Dok, Student work protocol</p>	ILT Teacher Teams	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ Monitor and provide feedback bi-weekly for teacher assessments.</p> <p>Tags: Common core, Dok, Student work protocol, Robust, Teacher feedback, Monitor</p>	ILT Teacher Teams	Sep 1, 2016	Jun 30, 2018	Not started
<p>✦ Develop yearly meeting schedule for ILT members to participate in bi weekly sessions to collaborate in planning for school-wide success including, but not limited to, instruction aligned to CCSS, rigor, student work, analyzing data and identify next steps during the 2016-2018 school years.</p> <p>Tags: ILT, Instruction, Ccss, Planning, Meetings, Rigor</p>	ILT	Aug 1, 2016	Jun 30, 2017	Not started
<p>✦ The ILT will develop a year-long professional development plan aligned to school, network and district priorities (CCSS, PARCCC, REACH, etc.)</p> <p>Tags: ILT, ILT, Professional development</p>	ILT	Aug 1, 2016	Jun 30, 2017	Not started
<p>✦ During the first three weeks of September 2016 the ILT and classroom teachers will analyze data in order to identify targeted students for small groups, Tier II and III intervention.</p> <p>Tags: ILT, ILT, Tier 2 &amp; 3, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	ILT	Aug 1, 2016	Sep 23, 2016	Behind
<p>✦ Analyze and monitor MTSS, NWEA, SEL and classroom formative and summative assessment data of students quarterly in order to identify trends, provide additional supports to identified students/families.</p> <p>Tags: ILT, Support, Data analysis, Formative assessment, Summative assessment</p>	ILT	Aug 1, 2016	Jun 30, 2017	Not started
<p>✦ Monitor 5 week assessments to identify trends in teaching and learning of literacy and math instruction and provide additional supports to identified students</p> <p>Tags: ILT, Assessments</p>	ILT	Sep 5, 2016	Jun 30, 2018	Not started
<p>✦ Survey teachers at the start of each semester to gauge PD interests and invest accordingly to build professional capacity.</p> <p>Tags: ILT, Survey</p>	ILT	Sep 5, 2016	Jun 30, 2018	Not started
<p>✦ Develop school wide ILT communication plan for all teachers and staff for effective communication of ILT decisions, plans, protocols, etc.</p> <p>Tags: ILT, ILT, Communication</p>	ILT	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ Identify teacher leaders to attend Network and District EL teacher leader professional developments. All leads will provide school-based professional development to teachers to share new learning.</p> <p>Tags: ILT, Teacher leadership</p>	Administration	Aug 1, 2016	Aug 31, 2016	Not started
<p>✦ ILT will review REACH data in order to identify school wide evaluation trends and teachers who are in need of additional support. ILT lead will be assigned as a mentor by the start of September. The mentor support the teacher in planning, preparation and implementing instructional best practices during the 2016-2017 school year.</p> <p>Tags: ILT, ILT, Reach</p>	ILT/Administration	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Develop and implement an instructional rounds protocol to identify school-wide trends in instruction and ensure teaching and learning best practices.</p> <p>Tags: ILT, Protocols, Instructional walk</p>	ILT/Administration	Aug 1, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ The ILT will survey parents at the start of each semester to better understand parent needs to build professional capacity in order to engage parents as partners in the instructional program.</p> <p>Tags: ILT, ILT, Parent partnerships</p>	ILT	Aug 1, 2016	Jun 30, 2018	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent Plan

#### Parent Involvement Policy

Complete

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

The principal participates with the LSC and NCLB parent members to offer suggested events and activities. Both parent groups meet monthly to discuss and solicit parent participation throughout the entire school.

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

The principal will convene the Annual Meeting and Organizational Meeting on October 13, 2016 to inform parents of the school's participation in NCLB and the Title I requirements and their right to become involved in the the Title I programs.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Students receive a packet the first day of school with school-wide information on the various programs offered within the school. Open House will be held at the end of September giving parents an opportunity to meet and ask questions directly with the classroom teachers. Outside tutoring services will be available for SES registration during this event.

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

The PAC will meet in October to elect parent positions on the PAC at Pullman. In November, the newly elected chairperson and board will host monthly meetings to inform and solicit support from parents.

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

On report card pick for the first and third quarter parents will be given current NWEA, and DIBELS/TRC data along with student report cards.

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

The CPS Talent Office will conduct a yearly audit on highly qualified teachers and parents of any student taught by a teacher deemed Not Highly Qualified. The district will produce letters to notify parents of students taught by teachers who are deemed "Not Highly Qualified" by NCLB standards by the end of the first semester.

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

The school will work with the PAC and collaborative PAC to inform parents of workshops available on local and state assessments for their children. Teachers are available to meet with parents upon request by appointment either before or after school. The school provides parents with access to their child's grades through the parent portal in gradebook via the internet and e-mail.

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

The school is working to develop a NCLB parent room in the main building with computer and internet access for parents. The school provides opportunities for after school literacy activities which instruct and assist children with school work. Teachers offer various websites available for students that they can access at home which assist in their academic achievement.

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

All staff are trained to respond to parents regarding their student performance and attendance. The school website has teacher contact information and each staff member has a CPS email and each teacher has a voicemail box to communicate with parents.

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

George Pullman has a fully supported Head Start program which promotes parent training and activities that parents can do with their child to support their educational development.

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

On report card pick for the first and third quarter parents will be given current NWEA, and DIBELS/TRC data along with STUDENT report cards.

#### Policy Implementation Activities

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



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

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

## Parent Compact

Complete

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

To enable our students to succeed academically and become productive citizens by implementing a curriculum aligned to the Common Core Standards while providing a safe and positive learning environment.

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

September 22, 2016  
Report Card Pick-up November 9, 2016  
Report Card Pick-up April 19, 2017

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

Progress Report Distribution Days: Q1 on October 7, 2016 Q2 on January 9, 2017 Q3 on March 10, 2017 Q4 on May 19, 2017  
Parent/Teacher Conference Days: Q1 on Wednesday, November 9, 2016 Q2 on February 10, 2017 Q3 on Wednesday, April 19, 2017 Q4 on June 20, 2017

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

During the two Report Card Pick-up Days, and by appointment during the school year. Appointments can be made either before or after school. Teachers can be contacted by phone or email through the parent portal.

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

Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips, helping to set up classroom displays.

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

Parents will monitor their child's attendance by calling the school to inform the teacher of the absent notice followed by a written note submitted to the office. Parents will monitor child's homework daily and contact teacher as needed to complete assigned work.

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

In addition to the scheduled report card pick-up dates, administration and teachers are available to meet with parents by appointment or at a mutually agreed upon time to discuss the educational process of their child.

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

Students will come to school with a positive attitude, prepared for class with supplies and completed homework assigned from the previous day.

## Parent Budget

Complete

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

Pullman parents will support their children's learning daily (i.e. monitoring attendance, homework completion). Pullman parents will participate in decisions relating to the education of their children.  
 If Pullman provides training for parents in the areas necessary for students to be successful, then we will see a more comprehensive approach to student work habits, which will lead to higher performance and increased level of student ownership and responsibility.

Pullman School administration, along with the school team will establish a common set of expectations and practices regarding time management, goal setting and task completion. Evidence metrics will include, but are not limited to quarterly meetings, student goal setting sheets, MAP/NWEA data, PARCC results, Grades (progress reports, report cards), academic anecdotes.

Responsible:  
 Administration, Primary Teachers, Clinicians, Parents, Students

Time frame: May 2016 - June 2018

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	800 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	700 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	750 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	750 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	301 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$	423 .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	903 .00

