



John Palmer Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Christine Swiderski	4th Grade Gifted Teacher	cgsviderski@cps.edu	No Access
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### Team meetings

Date	Participants	Topic
02/01/2018	Swiderski, Ruff, Dixon, Friar, Lekas, Schuemann, Medina, Caropreso, Abedrubbo, Gomez	School Excellence Framework Review and Framework Prioritization

02/26/2018 Swiderski, Dixon, Schuemann, Medina, Abedrubbo, Ruff, Friar, Gomez Goal Setting, Strategies, and Action Steps

03/08/2018 Palmer LSC Members LSC Feedback on Priorities, Parent Compact, and Parent Involvement Policy

03/15/2018 Meeting with Student Voice Members Focus on Relational Trust Priority (student ideas)

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, vision, and core values have been recently updated. Students deliver the Palmer Pledge every morning and this helps build and strengthen our community. Teacher leadership is paramount and teachers effectively manage change through leadership on the ILT, Attendance Team, and School Culture and Climate. During ILT, we take a multi-step approach to figure out what any improvement effort would be necessary (Data Wise Process). Others are empowered to make significant decisions. There are opportunities for all of us to take leadership roles within the school and this is a part of our culture. Job embedded leadership training is a part of our daily work and teachers are willing to take the lead on learning. We don't have to bring outsiders in, as there is so much collective experience within our school. Our vision is supported by each of these leadership opportunities. The community is motivated to continue striving towards success for every student. For example, there are no subgroup of students that we are leaving behind. The programs we have in place are for students, staff, and for parents and this further develops collective responsibility within our school. Even community partners follow our mission, vision, and core values (for example, J@School staff). Understanding by design has helped to create a coherent instructional program within the school, which has been organized by a matrix document. We would like to continue to work on helping stakeholders understand the relationship between the school's vision and our priorities. We'd like to get better at communicating this connection to the wider community, including our parents. Championing the new vision is also a focus of our work, particularly the culture and climate team. We'd like to make stronger connections between this work and our overall improvement goals and initiatives. How can we connect explicitly what we do with specific aspects of our new mission and vision? Leadership is distributed throughout the school through our many opportunities to showcase excellence and work on teachers' projects of their choosing.

### Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

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The ILT engages in on-going inquiry and analyzes multiple sources of data. We systematically consider the root cause through the Data Wise process. We do this by staying low on the ladder of inference and stay connected to the data we analyze. We use timely and relevant data. We are frequently pulling multiple sources of data, including student work to determine learner centered problems and problems of practice. The minutes for the ILT are shared with everyone through the Google Doc, but we wonder if there is anything more that the staff would like to know about the ILT. It could be helpful to add a bullet point about what ILT is working on in our teacher update to contribute to transparency. The ILT meets frequently and always has a clear focus. Beyond the ILT, teachers collaborate in an instructional leadership way through their grade level and departmental meetings. The team is representative of different grade levels. We want to continue to talk deeply about standards and student performance as we continue our work. Protocols are used in data analysis for ILT and at grade level meetings; for example, the data wise process in ILT and a set of reflection questions for going through ANET that is listed on a Google Survey. All team members have equity of voice through the setting of norms at the start of our year and making sure we are valuing the expertise of others when making decisions.

### 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	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
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>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> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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.

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We select and design PD to improve student learning, this helps us to work towards closing the achievement gap. Teacher teams meet to analyze ANET data, as well as meet to discuss other curriculum issues. There is time structured for teachers to collaborate with one another. Teachers have been encouraged to implement new and innovative ideas, including flexible seating and self organized learning environments. Teachers have the classroom environment expectations checklist that helps teachers reflect on their classroom environment. A system has been put into place to allow for peer observation and modified lesson study. We would like to formalize our structures for new teacher mentoring and support. There is ample time for teachers to try new strategies. For example, informal teacher feedback has allowed for teachers to try new practices in a safe space. Collaboration with colleagues supports innovation and new practices, for example, a teacher brought growth mindset practices to our school and teachers have been implementing SOLE. There is sustained, ongoing job embedded PD. This is a part of grade level meetings and whole staff PD structures. For example, interdisciplinary teams discussed the role of reading comprehension in each of their disciplines. Professional learning is differentiated for different groups of teachers. Learning has been catered to individual teachers. We would like to work on sharing out the outcome of professional learning with others, as well as going back to some previous PD including Language Matters.

### 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>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
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>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

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The school day has been designed to be responsive to student needs. The schedule works well for inclusion and separate class schedules. The budget has been aligned to the needs of the school and has been focused on maintaining resources for our students. Teachers believe they have everything they need to be successful and have not felt the budget crisis. Teacher have discretion over spending of student fees, including the purchase of novels for unit plans. We have a good system to put orders in and get them quickly. We have purchased Lexia, Front Row Math, Bilingual Texts, etc. to help support all types of learners. Grants have been a big part of our success, including the use of teacher-created Donors Choose Grants and the Power Up Grant win we had this year (52 new Chromebooks). There is a collaborative hiring process and the hiring team is dependent upon who will be affected by the new hire. Administration partners with local universities to host preservice and students teachers which in turn develops a positive working relationship and increases our hiring pool. Classroom lesson demonstration is required of all potential new hires. Administration calls references before hiring a candidate. Community members have been leveraged as partners, including the JCC of Chicago, Communities in School, Pilot Light, Lyric Opera, Openlands, etc. Lawyers in the classroom is new this year. Our Career Day includes members of our community and our LSC members. We want to get better at evaluating the impact of our partnerships. We plan to hold a community stakeholders meeting and to survey teachers on the impact of partnership work through our ILT.

### Guide for Aligned Resources

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

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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.

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Unit plans are aligned vertically and horizontally and this was accomplished through teacher collaboration. Unit plans are updated quarterly. The matrix document (ensures alignment) and is created by the teachers. Big ideas are utilized during the units, specifically through the use of essential questions. There are weekly and daily plans within each unit. Objectives are aligned to standards and assessments. Students are exposed to text of grade level complexity. Staff looks at text complexity rubrics when they reflect on ANET data. Teachers work to ensure that tasks utilize text of grade level complexity and PD has been focused on this. All learners are engaged in the content through co-teaching and community partnerships. Field based learning takes place through partnerships with WE Day, Openlands, Lyric Opera, and Junior Achievement. We should improve in the development of refined content and language objectives. There are strong examples of inclusion across the school. More work and resources have been translated to native language when appropriate for students who need this. Students who need additional resources are also taught to use Google translate. There is room for improvement in the support of EL students, but we are generally strong; our attitude around EL students has changed. More teachers are EL endorsed. STEM experiences allows for project-based learning, as well as through partnerships like Pilot Light and Lyric Opera, students are experiencing project-based learning to some degree. Working on increasing project-based learning practices, as well as Self Organized Learning Environments (SOLE). Social Emotional Learning is an integral part of our school community. We want to continue to work on providing instruction that is culturally relevant.

## Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for

- English learners, to ensure meaningful access to content, regardless of English language proficiency.
  - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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There is a Chromebook cart for each grade level and materials have been updated to reflect new understandings. We have native language texts, as well as audio support for unit plan texts. There are iPads readily available for ELs. All teachers and students have access to differently leveled materials, including Reading A-Z and GoMath (access to all grade levels through the online component). Lexia and Front Row Math are available to provide support and Google Classroom is being used across different grades. Students are learning how to use Google Docs, Sheets, and Slides. Reading A-Z has materials available in Spanish. The needs of students at different performance levels are met by using a variety of instructional materials. Community partners provide various instructional resources, including a partnership with the Holocaust Museum. Go Math comes with manipulatives for students to use. In the literacy units, students are able to choose what texts they can read based on interest. There are elements of student choice embedded within unit plans. Spanish language texts are available for literature units and in science. We need to order more Spanish math materials. We do struggle with providing students with support in native language Arabic. We are aware that technology can help us overcome these issues (Google translate). ThinkCerca has articles in Spanish. We want to ensure that students have access to materials of grade level complexity in pull out settings (SpEd and EL). Continue to work on UDL.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.



- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Students assume responsibility for their work. This is apparent in our classrooms and visitors have noticed this, as well. We have moved towards having kids persevere through challenges and we communicate the necessity of attendance. This includes rewards and incentives for good attendance, as well as a school-based team dedicated to this work. Understandings are embedded within unit plans (as defined by Understanding by Design). We wonder if the tasks we give our students demonstrate the broader understandings we've constructed within our unit plans. We want performance tasks that embody more than one standard. Problems of the Month and MARS tasks are being used, but we would like to vertically align these tasks. We wonder if our daily formative assessments set students up for success on major performance tasks. We have done lots of work on text evidence and text dependent questions and our students know that this is what is expected from their work. We have worked on demonstrating comprehension through speaking and listening. Discussions should go back to the text and students should support reasons with text evidence. Text complexity has been analyzed by teachers to ensure that text of grade level complexity is used that would support good vocabulary instruction and good development of text dependent questions. In math, we require students to support their reasoning (and have been increasing use of Math Talks, Accountable Talk, and POM). In pockets, students have been developing their own rubrics to assess tasks. We want to move carefully into better teaching and assessing of the ELA Foundational and Grammar standards, while not losing a balanced approach to literacy that includes rich writing tasks that still focus on the content of their ideas, as well as delivery. We want to study more in depth the aspects of rigor for math standards, as well as the major work of the grade and continue to grapple with conversations vs. taking action around student knowledge of "facts" and working through conceptual level problems in math. We also want to work through the mathematical practices more thoughtfully. Don't forget about the three reads strategy! Bring back close reading!

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.



- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

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

Score

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We mitigate the adverse affects experienced by some students in transition from other schools. We provide ESL and home language support to students coming in from other countries. Through MTSS we support students who come in behind academically and these students are included into after school programs. Students are provided with social emotional instruction and teachers pair new students with a buddy to provide support. Our BLT helps to follow up on our new bilingual students, as well as support for newcomers from other countries. ELs process is monitored through our BLT's work, but through MTSS they also get support and PMing. We have a large number of staff members who are ESL endorsed who provide services, this includes our SpEd teachers. Students have Junior Achievement and Career Day who helps them with future careers. High school fair helps students with high school investigation and is coordinated by our counselor. Our counselor checks in with students to ensure they are on track with high school applications. She also sets individual meetings with each student for their high school application. There are many opportunities for students to explore skills, including ballet, chess, sports, band, and opera. We partner with the Northwestern Center for Talent development for exposure to college and we have college banners posted outside classrooms. For Kindergarten transition our K teachers lead a meeting with parents and host a kindergarten social over the summer to help these students with the transition to Palmer. Every opportunity has been posted to the website, the twitter, and Facebook. Our counselor has a meeting to help parents with the high school process. We have access to the 8th grade algebra and students are getting mentors through Kids Hope USA.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

**Instruction:**

Score

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.

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Ambitious instruction, math instruction, quality of student discussion (very strong), and academic press were all strong per the My Voice My School Survey. We have done a lot of work around learning targets and objectives, as well as posting these and connecting these to real world applications. We work to anticipate student misunderstandings as a work that may be just beginning, we'd like to work on improving formative assessment strategies. Our progress is monitored through exit slips and MTSS PMing, but how can we do more of this? We've done work with culturally relevant instruction. We have chosen texts for our units that connect to student interest and experience as a part of our work around offering students windows and mirrors. We change instruction based on current data, including ANET, NWEA, and TRC. This also occurs through our school wide efforts to use Lexia in literacy. Students contribute to the correct use of vocabulary through explicit instruction and the use of word walls and supports for accountable talk. Vocabulary has also been translated into native languages. There is evidence of explicit teaching of Greek and Latin root words. We have worked extensively at developing text dependent questioning and the use of accountable talk strategies. This enables students to respectfully challenge the thinking of their peers. We have seen growth in this each and every year and see this as a part of the norm at Palmer. Most of our students with IEPs are in LRE1, and this increases access to general education content. Rubrics are used and posted to encourage student responsibility, particularly with regard to listening and speaking rubrics. We can improve in student choice and enrichment opportunities for higher level students. This could be a part of further work around Universal Design for Learning and Project Based Learning. Palmer would love to garner funds to potentially bring out David Rose from Harvard who is the expert on UDL.

**Guide for Instruction**

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

**Evidence, Measures, and Standards**

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

### Balanced Assessment & Grading:

Score

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.

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We use screening, diagnostic, and PM data to identify gaps in student learning through our MTSS approaches. We want to work on applying the principals of UDL to our assessment design. We do collaborate in grade level and departmental teams to plan and share assessments for feedback from colleagues (more so in PreK to 4th and departmental ELA). We want to work in teams to improve assessments and come up with a checklist (for example) of common qualities of assessments and to discuss and share ideas in this category. We have started working to design assessments that reflect the shifts in literacy and math, as well as the principal's of UDL. A huge strength is our ability to analyze various sources of data in different teams and at both the teacher level and the school-wide level. We want to work on defining what measuring the development of ELs academic language looks like. We are wondering what the role of response in native language might look like. We have a strength with aligning rubrics to standards-aligned objectives.

### Guide for Balanced Assessment & Grading

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

EVIDENCE, MEASURES, AND STANDARDS	
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	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> <li>1c. Selecting Learning Objectives</li> <li>1e. Designing Student Assessment</li> <li>2d. Using Assessment in Instruction</li> <li>4a. Reflecting on Teaching &amp; Learning</li> <li>4b. Maintaining Accurate Records</li> </ul>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership –Grading + Reporting</a></li> </ul>

### Multi-Tiered System of Supports:

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

Score

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We have a high level of participation in the MTSS program. Teachers come in with PM data and our interventionists schedule according to the needs of students. Interventionists and teachers work together to make sure that the interventions are done at the most appropriate time. We use PM data to trace effectiveness through the use of FrontRowMath, Lexia, and EasyCBM. We empower students to advance their learning through goal setting, as this can be seen in all classrooms. Classrooms are student centered. Elements of student choice are incorporated into classroom instruction. We have an attendance team to analyze and respond to attendance issues across the school. For students who require more challenge, we have the Comprehensive Gifted Program and a partnership with Northwestern's Center for Talent Development. Our GoMath program has materials for remediation and enrichment that can be used to support students at different levels. Our MTSS programs have been identified as a model through the Chicago Public Education Fund. We offer universal SEL instruction through Second Step and have incorporate the Illinois SEL standards into our unit plans. Students have access to web-based programs at home so their parents can help support the academic program.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

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.

1 2 **3** 4

We hold a shared belief of the importance of learning and hard work. Students go over the NWEA goal sheets with their teacher to aid in the deep understanding of their goal. In science, we approach learning from an inquiry based perspective. On the five essentials, grit was rated as very weak and is an area we'd like to work on. Expectations for assignments are communicated daily as evidenced by the teacher experience. With regard to student goal setting, we all have structures in place to transparent tracking systems to aid students in tracking progress towards goals. We recognize students who achieve goals through honors assemblies and Lexia certificates, for example, as well as student of the month. We not visually track student attendance progress through a poster near our cafeteria. We want to make explicit (in a school-wide way) our growth mindset, resilience, and grit (per some lower scores on five essentials) strategies much like we've done for behavioral expectations. There is evidence of student self and peer assessment, but we want to improve around providing students with feedback to redo their work, as well as a grit rubric/checklist to help them self assess in this area. We are considering student created rubrics and peer feedback whereby the teacher is the last "grader" and the peers are the first grader.

**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>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

### Score

1 2 **3** 4

We have worked hard to engage students with the Second Step curriculum. We have a Peer Conference program for our middle school students to help them resolve conflicts among their peers. The longer we teach Second Step, the more results we see. We have teachers certified in Youth Mental Health First Aide. We also have Sarah Stephens, our LSSI social worker, to have a case load of students who require SEL support on an individualized level. We had another training (led by staff members) focused on Love and Logic strategies this year. We have Honors Programs monthly and Student of the Month. We are proactive with our support, particularly through the work on our Behavioral Health Team. Our School Culture and Climate Team analyzes discipline data to design school wide responses. Structures are provided for students to talk about racism and equity in the middle school. Adults model respect, empathy, and appreciation. We have chosen texts to read that are relevant to student cultures. We use restorative practices school wide, including the use of whole class peace circles and restorative conversations. We have a new partnership with KidsHope USA. Teachers have frequent time to collaborate with one another. Teachers and staff members all have the opportunity to sign up for leadership experiences. We have been working on building increasingly positive relationships among staff. It is better than it was, but we hope to build deeper and more positive relationships with one another. We would like to reinstate the social committee in a gradual fashion.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**



- Respect other teachers who take the lead in school improvement efforts.
- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><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>
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>	

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

Score

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.

1 2 **3** 4

We provide a trip to DC and Springfield for 7th and 8th grade students. Students learn about the constitution and we have a new partnership with Lawyers in the Classroom. We have a student council with elected classroom representatives. There were mock elections in 2nd and 3rd grade. Two of our teachers are leading the Student Voice committee and we have an after school service learning club, as well as a WE Help Animals Club (Pet Food Donation Drive). In preparation for WE day, students in 8th grade need to do a local and a global service learning project. Fourth graders raise money for UNICEF through Trick or Treat for UNICEF and through a sports monitor program that supports meals. We have built an inclusive culture through a partnership with We All Live Here, a local artist. Students learn about the Civil Rights movement. After the election, there were intentional teaching moments that helped students manage how this affected them. Students read current events on social justice issues. Our Computer Science Teacher provides instruction around evaluating bias on the internet and they have discussions around credible sources. Through Second Step students engage in productive dialogue (particularly online dialogue). Through the GREAT program, students learn how to resolve conflicts among peers and how to get themselves out of unsafe situations. Culturally relevant texts as a part of our unit, as well as Second Step helps students work with students of different cultures. Pilot Light has a food advocacy component where students advocate for a solution, last year working on solving food waste. When reading Shiloh in 4th grade, students worked with the Anti Cruelty Society to teach students about responsible pet care. The mayor came and taught a civics lesson last year and our Alderman has been on several visits. With regard to areas of growth, we need a social studies matrix to help us more broadly understand what is happening across the school in this area. Teachers read an article about the intersection of culturally responsive teaching and social emotional learning. We read an article last year focused on culturally responsive teaching that did get into the role of teacher identity and how this impacts teaching practice. We would like to do this more often.

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.

- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>▪ IJVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
<b>Measures</b>	✓ Five Essentials – Supportive Environment
<b>Five Essentials</b>	Supportive Environment
<b>MTSS Framework</b>	Curriculum & Instruction, Family & Community Engagement
<b>CPS Framework for Teaching</b>	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
<b>CPS Performance Standards for School Leaders</b>	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
<b>Content Standards</b>	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ELA/HST Standards

### Safety & Order:

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

### Score

1 2 3 4

We work to ensure that students and adults feel physically and socially safe. We have Second Step, Restorative Practices, teachers who have been trained by Youth Mental Health First Aide, and an LSSI Social Worker. There is a list that specifies office managed vs. classroom managed behaviors. We have an anti-bullying policy posted in the school and to our website. We have partnered this year with No Bully (ESPN and Shred Hate). Students lead improvement efforts through the Student Voice Committee. Each classroom has a classroom management system. There are student created rules in the hallways and a behavior matrix for the building. Safety Plans have been created based on individual student need. At the start of the school year, administration holds an assembly to discuss code of conduct behaviors, as well as SEL supports and expectations for students. We do notice that on the five essentials, safety and order is improving, but it is still neutral. We will continue to stay the course with our best practice in place.

### Guide for Safety & Order

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

- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

### 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

We reinforce students' positive behavior and we have stated the expected behaviors since the start of the year (assemblies). There are systems of rewards and consequences. In our Annex, there is one cohesive plans with regard to student transitions between classes. SEL skills are taught through Second Step. We have an LSSI social skills worker and posters focused on expected behavior (aligned to our shared behavior matrix). The posters were created by our students. We communicate regularly with parents through phone calls, reflection sheets, individual behavior plans, etc. Check In/Check Out is used to support some students. There are classroom management systems and when there is a breach to our safe community, there is a restorative approach utilized. We have teachers trained in Youth Mental Health First Aide and all staff trained in Second Step and Restorative Practices. Our security guard managed our Peer Conference Program. We have a well-developed Behavioral Health Team that documents the use of the SDQ and other responses to student emotional needs.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior

incidents.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

1 2 **3** 4

We host events for parents, including the Family Reading Night, STEAM Night, and Heritage Fest. Phone calls are made to students with poor attendance. There are different committees for parents including the LSC, the Friends of Palmer, PAC, and BAC. We have ESL Classes for parents. Our PAC is involved in planning the Family Reading Night. We schedule all of our parent teacher conferences ahead of time. We involve parents through Career Day. We held an Open House for parents, as well as a State of the School address. The office staff is part of the school community. We translate communications to parents in Spanish and Arabic. We have information on our Twitter, Facebook, and Website with translation capabilities. Parents come on Field Trips. We would like to increase the ways in which we send home positive feedback to parents. Third grade holds a parent meeting and kindergarten also holds a parent meeting specific to the needs of each of these important grade levels. We also can do a better job updating our website on Palmer Pride and sending more information home to parents to help them help their child at home. We need to increase our participation on Parent Portal.

### Guide for Parent and Family Partnership

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

- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ 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
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$

4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
In 2016-17 our national school growth percentiles exceeded our goals and we attained 92% percentile. This is due in part to the quality of tier 1 instruction in literacy block. Primary grades increased students access to daily 5, guided reading and SOLE and effective classroom discourse. In the intermediate goals and middle school, there was a focus on the use of scaffolds and quality of level of complex text. This year we will attain the 80% projected growth as we have expanded the previous to all grade levels. We will continue to expand the use of SOLE throughout all grade levels while continuing horizontal and vertical alignment.	92.00	78.00	80.00	80.00	80.00
<b>National School Growth Percentile - Math</b>					
in 2016-17 our national school growth in mathematics was attained above our original at 70%. By the end of the school year we were at 91%. This gain was due to the implementation of a new math curriculum, a better understanding of students mindsets. With a better understanding of the shifts in common core our instruction has changed insuring we continue to improve our scores, hence we believe we will hit our growth target of 85% by the end of the 2017-18 school year. We will be able to continue this with the use of FrontrowEd with focus on student area of deficit (NWEA).	91.00	85.00	85.00	85.00	85.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
In 2016-17 students fell slightly short of our intended goal of 70% by only meeting 69% of national growth norms. At Palmer, we continue to use the strategies mentioned above in both reading and math to continue pushing our students towards or goals. We will continue to work on these and develop/use rigorous performance tasks.	68.70	65.50	70.00	70.00	70.00
<b>African-American Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
in 2016-17 we projected our goal at 60%. In 2017-18 we are currently at 75% with that being our targeted goal. In order to continue this growth trend, students will continue to use culturally relevant materials in ELA and continue with differentiation of student groups.	91.00	75.00	75.00	75.00	75.00
<b>English Learner Growth Percentile - Reading</b>					
Palmer made excellent gains from our 2015-16 goal of 7% to an increase of 91% in 16-17. This is a result of more teachers being ESL endorsed. That endorsement leads to students spending increased time in the general education classroom with scaffolds to support access to the curriculum.	91.00	70.00	70.00	70.00	70.00
<b>Diverse Learner Growth Percentile - Reading</b>					

Our DL department is working to ensure that instruction is provided to students that not only helps them to achieve IEP goals but also ensures equal access to grade level curriculum through appropriate scaffolds and differentiation. Through our co-teaching models, our students have increased access to the standard curriculum. We will continue to follow this model to keep our DL learners engaged in their learning.

99.00	62.00	62.00	62.00	62.00
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**African-American Growth Percentile - Math**

NA

(Blank)	(Blank)	0.00	0.00	0.00
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**Hispanic Growth Percentile - Math**

In 2015-16 our attainment was 48%. By the end of 2016-17 we were at 88%. Currently, Palmer is at 83% which is our goal for this year. Students have access to curriculum resources and Anet. Students are also provided with tier 2/3 interventions as needed. To increase these scores students will be engaged in POM and MARS tasks. Support will continue to be provided as needed.

88.00	83.00	83.00	83.00	83.00
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**English Learner Growth Percentile - Math**

Palmer made excellent gains from our 2015-16 goal of 37% to an increase of 88% in 16-17. This is a result of more teachers being ESL endorsed. That endorsement leads to students spending increased time in the general education classroom with scaffolds to support access to the curriculum.

88.00	90.00	75.00	75.00	75.00
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**Diverse Learner Growth Percentile - Math**

In 2015-16 DL students achieved 45% growth, In 2016-17 we attained 99% and are currently at 90% which is above our current goal of 75%. Due to the continued use of co-teaching models, this allows our students increased access to the standard curriculum. The DL department then ensures that instruction is provided to all students, which helps them attain their IEP goals. We will be able to continue this with the use of Front Row Ed (Math) with focus on student area of deficit (NWEA).

99.00	90.00	75.00	75.00	75.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

2015-16 Palmer attained 57% growth, and last year we attained 67%. Currently, we are now at 76% which is above our goal of 75%. We will continue to focus on the quality of Tier 1 instruction within the literacy block. Students are challenged with rigorous text, higher order questioning, and effective discourse. our next step to ensure growth is to incorporate SOLE learning school-wide.

67.00	76.00	70.00	75.00	75.00
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**National School Attainment Percentile - Math (Grades 3-8)**

In 2016-17 we attained 65% in math for grades 3-8 which fell short of our goal of 72%. Currently, we are at 74%, which is one percentile from our goal of 75%. To ensure this goal is met we will focus more on high-quality Tier 1 and provide additional tier 2-3 supports. We will also increase individualized goals through the use of FrontRowEd. We will also continue to focus our shift in common core to ensure that students have a better understanding of the what mathematical operations mean.

65.00	74.00	72.00	75.00	75.00
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**National School Attainment Percentile - Reading (Grade 2)**

In 2015-16 Palmer attained 55%, and currently, we are at 78% with a goal of 80%. We will continue through an increased focus on quality tier 1 instruction in literacy, we will seek to increase student access to differentiated instruction, through Daily 5, instructional strategies, SOLE, and classroom discourse.

55.00	78.00	80.00	85.00	85.00
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**National School Attainment Percentile - Math (Grade 2)**

In 2016-17 we attained 49% in grade 2 math and currently, we are at an increase of 68% for the current school year. We will continue to implement the Go Math, with additional resources to increase differentiation for our students. We will also focus on differentiation and the standards for mathematical practices.

49.00	68.00	80.00	85.00	85.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

NA	32.20	(Blank)	50.00	60.00	60.00
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**Average Daily Attendance Rate**

In 2016-17 we reached 95% attendance target and holding at 95%. We continue to provide incentives to students and classrooms who achieve 96% and above for perfect attendance. We do this through out-of-uniform days, traveling trophy to classes, quarterly movies days, perfect attendance individual awards like additional passes to Chicago Symphonetta. We will continue to keep a tab on specific students and families on improving daily attendance. Our school has a tracking system by grade level posted on our wall to promote better attendance by grade level.	95.30	95.20	96.00	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

For the 16-17 MVMY Survey, involved families was rated as strong, supportive environment was rated as neutral, ambitious instruction was strong, effective leaders was neutral, and collaborative teachers was rated as neutral. Our School Culture and Climate Team analyzes this data yearly to determine how best to increase scores. Any suggestions this team provides are then utilized within our school wide PD plan to help increase scores on this measure. Our goal is to attain strong in all areas.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we focus on developing instructional practices around SOLE and project-based learning, as well as a continued focus on data driven instruction that supports DL and EL access to grade level content	students engaging in self-directed and collaborative learning	70% of students hitting growth targets in both reading and math, as well as increased student ability to demonstrate 21st Century skills.
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Tags:

Project-based learning, Bilingual, Curriculum, Data driven instruction, Social emotional learning

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Whole school professional development focused on Self Organized Learning Environments with follow up in grade level meetings and a morning meeting to monitor impelmentation	Teacher Leaders and Principal	Sep 4, 2018 to Sep 6, 2018	Not started
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**Professional development**

Professional development for teachers focused on co-teaching practices to support DL and EL students	Principal and Assistant Principal	Sep 4, 2018 to Sep 6, 2018	Not started
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**Diverse Learners, Bilingual, Professional development**

In scheduling, keep co-teacher relationships together from the previous year to the greatest extent possible	Counselor/Case Manager and Principal	Sep 4, 2018 to Sep 6, 2018	Not started
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**Special education**

Teachers will engage in professional development around the use of the Learning from Student Work protocol and will engage in this process through grade level and departmental meetings	Principal and Teacher Teams	Oct 1, 2018 to Oct 31, 2018	Not started
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**Professional development, Grade level meetings, Student work protocol**

Teachers will create a social studies matrix to outline topics for this content area and ensure vertical and horizontal alignment	Classroom Teachers	Nov 1, 2018 to Nov 30, 2018	Not started
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**Social studies, Curriculum maps**

Teachers will meet to revise the social studies matrix to prevent curriculum overlap and close any gaps during a staff meeting.	Classroom Teachers	Dec 1, 2018 to Dec 31, 2018	Not started
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**Social studies, Curriculum maps**

Professional Development focused on project based learning, in addition to two follow up meetings regarding implementation of project-based learning	Principal and Assistant Principal	Jan 1, 2019 to Jan 31, 2019	Not started
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**Project based learning**

Collaborate during morning staff meetings and grade level meetings to share strategies effective for meeting the needs of our ELs	Staff Meeting Agendas	Feb 1, 2019 to Feb 28, 2019	Not started
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**Bilingual**

Learn about student cultures and select texts for unit plans that offer windows and mirrors	Assistant Principal	Sep 1, 2018 to Sep 30, 2018	Not started
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**Curriculum, Literacy, Culture**

Continue to use ANET and NWEA Data in cycles of teacher reflection, schedule ANET reteaching plan meetings in departmental settings for 5th to 8th grades	Principal	Sep 4, 2018 to May 31, 2019	Not started
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**Teacher collaboration, Student data analysis**

Align instruction in reading and math in 3rd to 8th grade to the ANET schedule of assessed standards	Classroom Teachers	Sep 4, 2018 to Jun 30, 2020	Not started
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**Common core state standards**

Professional development focused on strategies to increase native language instruction and EL support	Teacher Leaders	Sep 4, 2018 to Sep 30, 2018	Not started
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**Bilingual, Professional development**

Continue to implement Second Step and Restorative Practices and monitor through our School Culture and Climate Team	School Culture and Climate Team	Sep 4, 2018 to Jun 30, 2020	Not started
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**Second step, Restorative practices**

For 5th to 8th grade departmental meetings, schedule in pairs so that content area teachers can plan together.	Administration	Nov 1, 2018 to Apr 30, 2019	Not started
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**Grade level meeting**

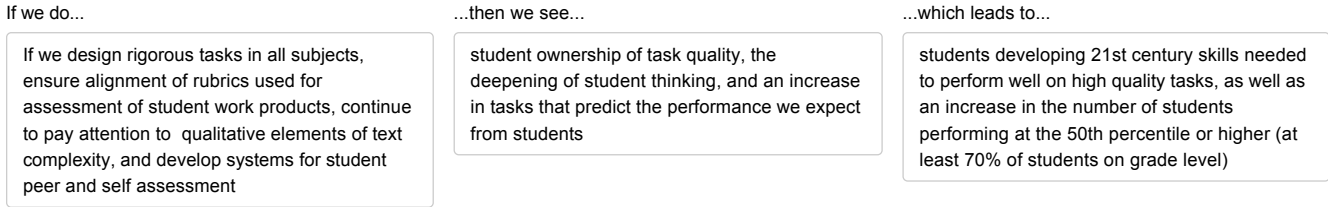
Provide professional development to teachers focused on Lucy Calkins Writing Workshop practices over two years to improve implementation	Administration	Sep 4, 2018 to Oct 31, 2018	Not started
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**Professional development, Writing workshop**

Maintain implementation (through budgeting and scheduling) of Lexia, Front Row Ed, and Think Cerca	Administration	Sep 4, 2018 to Jun 30, 2020	Not started
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**Personalized Learning**

**Strategy 2**



Tags:  
Assessment, Performance tasks

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Task Predicts Performance: Study the work of Richard Elmore in defining rigorous tasks (professional development)	Administration	Sep 4, 2019 to Sep 30, 2019	Not started

**Professional development, Rigorous tasks**

In math, ensure instruction includes Math Talks, Problems of the Month, Three Reads, MARS Tasks, and alignment to the Schedule of Assessed Standards (ANET). This is to be completed during professional development time.	Instructional Leadership Team	Apr 1, 2019 to May 31, 2019	Not started
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**Instructional strategies, Math instruction**

Continue to explicitly teach growth mindset and use student goal setting systems to promote continued growth and learning (Environment Expectations Checklist)	Classroom Teachers	Sep 4, 2018 to Nov 1, 2018	Not started
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**Growth mindset, Student goal setting**

Performance Tasks in Unit Plans: Bring these to grade level and departmental meetings to collaboratively design improvements (of both rubrics and tasks using collective expertise and to ensure that expectations gradually increase as students go up in grade)	Classroom Teachers	Sep 4, 2019 to Oct 31, 2019	Not started
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**Performance tasks, Rubrics**

Consider how student tasks exemplify the qualities of Universal Design for Learning and the Theory of Multiple Intelligences (in PD time)	Teacher Leaders	Sep 4, 2019 to Oct 31, 2019	Not started
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**Tasks, Universal design for learning, Multiple intelligence**

Continue to ensure that tasks in ELA are encompassing of Anchor Standard One (text evidence) and that students are writing and speaking about text grounded in text evidence.	Instructional Leadership Team	Mar 1, 2019 to Mar 31, 2019	Not started
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**Literacy, Writing, Text evidence**

Continue to pay attention to the qualitative aspects of text complexity when reflecting on instruction in ELA through ANET	Teacher Teams	Sep 5, 2018 to Jun 30, 2019	Not started
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**Text complexity**

Ensure that all unit plans in ELA have balanced use of fiction and informational texts	Teachers	Sep 4, 2019 to Sep 30, 2019	Not started
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**Unit plans, Texts**

Professional reading around effective teaching of informational texts, particularly in supporting EL and DL success with such texts	Administration and BLT	Nov 1, 2018 to Nov 30, 2018	Not started
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**Diverse Learners, Bilingual, Professional reading, Texts**

**Strategy 3**

If we do...

Improve teachers' professional relationships with one another and study race, equity, and bias

...then we see...

increased collaboration among teachers, as well as an increased use of culturally relevant instructional materials and improved teacher-student relationships

...which leads to...

student performance increases towards more students meeting growth targets, thereby leading to more students performing at grade level (50th percentile), as well as a move from neutral to strong on the teacher-teacher trust rating on MVMS.

Tags:

Relationships, Collaboration, Race, Equity

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Continue the Peer Conference program for the 6th to 8th grade students	Assistant Principal	Sep 5, 2018 to Sep 30, 2018	Not started

**Peer conference**

Yearly, have students take an inventory of multiple intelligences and allow teachers time to use this information to plan for students	Classroom Teachers	Oct 1, 2018 to Oct 31, 2018	Not started
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**Multiple intelligence**

Read the Chapter "Seeking First to Understand, Then to be Understood" in Seven Habits and discuss among teacher teams	Administration	Jan 1, 2019 to Jan 31, 2019	Not started
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**Relationships**

Adding work around Staff Culture to our School Culture and Climate Team instead of creating a separate committee	Assistant Principal	Feb 1, 2019 to Feb 28, 2019	Not started
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**Climate and Culture**

Staff will read "Change Your Questions, Change Your Life" and discuss. They will use the Choice Map in their interactions with each other	Administration	Sep 5, 2018 to Jun 30, 2019	Not started
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**Climate and Culture**

Schedule planning time for special education co-teachers and their general education co-teacher	Counselor and Principal	Sep 5, 2018 to Sep 30, 2018	Not started
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**Scheduling, Special education**

Share and discuss resources focused on the development of effective co-teaching relationships	Administration	Nov 1, 2018 to Dec 28, 2018	Not started
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**Bilingual, Co-teaching, Special education**

Continue to have teachers analyze practice in teams using the Five Conditions of Effective Teacher Teams rubric	Administration and Teacher Teams	Sep 5, 2018 to Jun 30, 2019	Not started
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**Teacher Teams/Collaboration**

To the greatest extent possible continue to schedule sped teachers' preparation periods during grade level meetings that coincide with the students they work with	Counselor and Principal	Sep 5, 2018 to Sep 30, 2018	Not started
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**Scheduling, Co-teaching, Special education**

Professional Reading on race and equity among staff and intentional planning for implementation	Administration	Sep 4, 2019 to Sep 30, 2019	Not started
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**Race, Equity**

Professional Reading and discussion around race and bias with intentional planning for implementation	Administration	Oct 1, 2019 to Oct 31, 2019	Not started
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**Bias**

**Strategy 4**

If we do...

...then we see...

...which leads to...

If we engage parents and teachers in meaningful collaboration	parents engaged within the school community in a variety of ways and teachers working to engage parents positively	increases in parent portal uses (from 37% to 50% or higher), full membership in LSC, PAC, and BAC, and parents attending in school special events.
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Tags:

Parents, Parent partnership

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

For report card pick up, set up Parent Portal stations. When parents sign up, they get an Out of Uniform Coupon (dated) for their child. Stations will be set up in the main building, modular building, and annex.	AP	Nov 1, 2018 to Nov 30, 2018	Not started
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**Parent portal**

At Open House, each classroom will put up a chart that reads: What would you like your child to learn this year? Parents will answer using a marker and teachers will reflect on this information and incorporate instruction.	Classroom Teachers	Sep 1, 2018 to Sep 30, 2018	Not started
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**Open house**

Send Home Second Step Home Links Consistently	Classroom Teachers	Sep 5, 2018 to Jun 30, 2019	Not started
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**Second step**

Continue to provide Spanish and Arabic translations for sending home communications to families	Administration and Bilingual Teachers	Sep 1, 2018 to Jun 30, 2019	Not started
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**Communication**

Send home regular positive communication with a focus on teachers distributing Panther Paw Shout Outs (aligned to core values) at least three times per month	Classroom Teachers and SCCT	Nov 1, 2018 to Dec 31, 2018	Not started
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**School culture and climate team**

Continue with Student of the Month and Honors Program. Create flyers to invite parents.	Assistant Principal	Dec 1, 2018 to Jan 27, 2019	Not started
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**Assemblies**

Continue to support our Friends of Palmer, BAC, PAC, and LSC through administrative attendance at meetings.	Administration	Sep 1, 2018 to Jun 30, 2019	Not started
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**Parents, Meetings**

Continue with STEAM Night, Family Reading Night, and Heritage Fest/Unity Week Events	Administration and Teacher Committees	Sep 1, 2018 to Jun 30, 2019	Not started
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**Special events**

Each teacher must invite parents in for an academic celebration/student work showcase at least two times per year.	Classroom Teachers	Sep 1, 2018 to Jun 30, 2019	Not started
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**Parents, Student work**

Attendance Initiatives: Send home five and ten day letters, traveling trophy, attendance graphs, social media posts regarding attendance, teacher-led attendance team to analyze data (meets monthly)	Assistant Principal	Sep 1, 2018 to Jun 30, 2020	Not started
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**Attendance**

**Action Plan**

**Strategy 1**

NOT STARTED

Whole school professional development focused on Self Organized Learning Environments with follow up in grade level meetings and a morning meeting to monitor impelmentation"

Sep 04, 2018 to Sep 06, 2018 - Teacher Leaders and Principal

**Status history**



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
Student work from SOLE Sessions

NOT STARTED

Professional development for teachers focused on co-teaching practices to support DL and EL students"

Sep 04, 2018 to Sep 06, 2018 - Principal and Assistant Principal

## Status history



Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Professional Development Agenda

NOT STARTED

In scheduling, keep co-teacher relationships together from the previous year to the greatest extent possible"

Sep 04, 2018 to Sep 06, 2018 - Counselor/Case Manager and Principal

## Status history



Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Schedules

NOT STARTED

Teachers will engage in professional development around the use of the Learning from Student Work protocol and will engage in this process through grade level and departmental meetings"

Oct 01, 2018 to Oct 31, 2018 - Principal and Teacher Teams

## Status history



Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Professional Development Agenda

NOT STARTED

Teachers will create a social studies matrix to outline topics for this content area and ensure vertical and horizontal alignment"

Nov 01, 2018 to Nov 30, 2018 - Classroom Teachers

## Status history



Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Google Document (Curriculum Matrix)

NOT STARTED

Teachers will meet to revise the social studies matrix to prevent curriculum overlap and close any gaps during a staff meeting."

Dec 01, 2018 to Dec 31, 2018 - Classroom Teachers

## Status history



Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Google Document (Curriculum Matrix)

NOT STARTED

Professional Development focused on project based learning, in addition to two follow up meetings regarding implementation of project-based learning"

Jan 01, 2019 to Jan 31, 2019 - Principal and Assistant Principal



## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Professional Development Agenda

NOT STARTED

Collaborate during morning staff meetings and grade level meetings to share strategies effective for meeting the needs of our ELs"

Feb 01, 2019 to Feb 28, 2019 - Staff Meeting Agendas

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Meeting Minutes

NOT STARTED

Learn about student cultures and select texts for unit plans that offer windows and mirrors"

Sep 01, 2018 to Sep 30, 2018 - Assistant Principal

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Meeting Agendas

NOT STARTED

Continue to use ANET and NWEA Data in cycles of teacher reflection, schedule ANET reteaching plan meetings in departmental settings for 5th to 8th grades"

Sep 04, 2018 to May 31, 2019 - Principal

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Meeting Minutes

NOT STARTED

Align instruction in reading and math in 3rd to 8th grade to the ANET schedule of assessed standards"

Sep 04, 2018 to Jun 30, 2020 - Classroom Teachers

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Unit Plans

NOT STARTED

Professional development focused on strategies to increase native language instruction and EL support"

Sep 04, 2018 to Sep 30, 2018 - Teacher Leaders

## Status history

Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Continue to implement Second Step and Restorative Practices and monitor through our School Culture and Climate Team"  
Sep 04, 2018 to Jun 30, 2020 - School Culture and Climate Team

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
SCCT Minutes

NOT STARTED

For 5th to 8th grade departmental meetings, schedule in pairs so that content area teachers can plan together."  
Nov 01, 2018 to Apr 30, 2019 - Administration

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
Team Minutes

NOT STARTED

Provide professional development to teachers focused on Lucy Calkins Writing Workshop practices over two years to improve implementation"  
Sep 04, 2018 to Oct 31, 2018 - Administration

### Status history



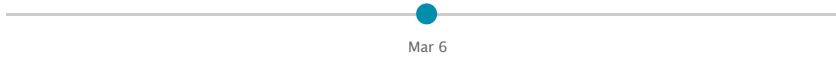
NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Maintain implementation (through budgeting and scheduling) of Lexia, Front Row Ed, and Think Cerca"  
Sep 04, 2018 to Jun 30, 2020 - Administration

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
Budgeting Documents

## Strategy 2

NOT STARTED

Task Predicts Performance: Study the work of Richard Elmore in defining rigorous tasks (professional development)"  
Sep 04, 2019 to Sep 30, 2019 - Administration

### Status history



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

In math, ensure instruction includes Math Talks, Problems of the Month, Three Reads, MARS Tasks, and alignment to the Schedule of Assessed Standards (ANET). This is to be completed during professional development time."

Apr 01, 2019 to May 31, 2019 - Instructional Leadership Team

## Status history



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas and Walk Through Notes

NOT STARTED

Continue to explicitly teach growth mindset and use student goal setting systems to promote continued growth and learning (Environment Expectations Checklist)"

Sep 04, 2018 to Nov 01, 2018 - Classroom Teachers

## Status history



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
Walk Through Notes

NOT STARTED

Performance Tasks in Unit Plans: Bring these to grade level and departmental meetings to collaboratively design improvements (of both rubrics and tasks using collective expertise and to ensure that expectations gradually increase as students go up in grade)"

Sep 04, 2019 to Oct 31, 2019 - Classroom Teachers

## Status history



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
Unit Plans

NOT STARTED

Consider how student tasks exemplify the qualities of Universal Design for Learning and the Theory of Multiple Intelligences (in PD time)"

Sep 04, 2019 to Oct 31, 2019 - Teacher Leaders

## Status history



Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Continue to ensure that tasks in ELA are encompassing of Anchor Standard One (text evidence) and that students are writing and speaking about text grounded in text evidence."

## Status history



**NOT STARTED** Mar 06, 2018  
**Evidence**  
Meeting Minutes

**NOT STARTED** Continue to pay attention to the qualitative aspects of text complexity when reflecting on instruction in ELA through ANET"  
Sep 05, 2018 to Jun 30, 2019 - Teacher Teams

## Status history



**NOT STARTED** Mar 06, 2018  
**Evidence**  
Meeting Minutes

**NOT STARTED** Ensure that all unit plans in ELA have balanced use of fiction and informational texts"  
Sep 04, 2019 to Sep 30, 2019 - Teachers

## Status history



**NOT STARTED** Mar 06, 2018  
**Evidence**  
Unit Plans

**NOT STARTED** Professional reading around effective teaching of informational texts, particularly in supporting EL and DL success with such texts"  
Nov 01, 2018 to Nov 30, 2018 - Administration and BLT

## Status history



**NOT STARTED** Mar 06, 2018  
**Evidence**  
PD Agendas

### Strategy 3

**NOT STARTED** Continue the Peer Conference program for the 6th to 8th grade students"  
Sep 05, 2018 to Sep 30, 2018 - Assistant Principal

## Status history



**NOT STARTED** Mar 06, 2018  
**Evidence**  
Peer Conference Student Applications

**NOT STARTED** Yearly, have students take an inventory of multiple intelligences and allow teachers time to use this information to plan for students"  
Oct 01, 2018 to Oct 31, 2018 - Classroom Teachers

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Survey Data Sets

NOT STARTED

Read the Chapter "Seeking First to Understand, Then to be Understood" in Seven Habits and discuss among teacher teams"

Jan 01, 2019 to Jan 31, 2019 - Administration

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

PD Agendas

NOT STARTED

Adding work around Staff Culture to our School Culture and Climate Team instead of creating a separate committee"

Feb 01, 2019 to Feb 28, 2019 - Assistant Principal

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Meeting Minutes

NOT STARTED

Staff will read "Change Your Questions, Change Your Life" and discuss. They will use the Choice Map in their interactions with each other"

Sep 05, 2018 to Jun 30, 2019 - Administration

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

PD Agendas

NOT STARTED

Schedule planning time for special education co-teachers and their general education co-teacher"

Sep 05, 2018 to Sep 30, 2018 - Counselor and Principal

## Status history

Mar 6

NOT STARTED

Mar 06, 2018

**Evidence**

Schedules

NOT STARTED

Share and discuss resources focused on the development of effective co-teaching relationships"

Nov 01, 2018 to Dec 28, 2018 - Administration

## Status history

Mar 6

NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Continue to have teachers analyze practice in teams using the Five Conditions of Effective Teacher Teams rubric"  
Sep 05, 2018 to Jun 30, 2019 - Administration and Teacher Teams

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
Meeting Minutes

NOT STARTED

To the greatest extent possible continue to schedule sped teachers' preparation periods during grade level meetings that coincide with the students they work with"

Sep 05, 2018 to Sep 30, 2018 - Counselor and Principal

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
Schedules

NOT STARTED

Professional Reading on race and equity among staff and intentional planning for implementation"  
Sep 04, 2019 to Sep 30, 2019 - Administration

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

NOT STARTED

Professional Reading and discussion around race and bias with intentional planning for implementation"  
Oct 01, 2019 to Oct 31, 2019 - Administration

### Status history



NOT STARTED

Mar 06, 2018  
**Evidence**  
PD Agendas

## Strategy 4

NOT STARTED

For report card pick up, set up Parent Portal stations. When parents sign up, they get an Out of Uniform Coupon (dated) for their child. Stations will be set up in the main building, modular building, and annex."

Nov 01, 2018 to Nov 30, 2018 - AP

## Status history

Mar 6

**NOT STARTED** Mar 06, 2018  
**Evidence**  
Increased Parent Portal Sign Ups

**NOT STARTED**  
At Open House, each classroom will put up a chart that reads: What would you like your child to learn this year? Parents will answer using a marker and teachers will reflect on this information and incorporate instruction instruction."

Sep 01, 2018 to Sep 30, 2018 - Classroom Teachers

## Status history

Mar 6

**NOT STARTED** Mar 06, 2018  
**Evidence**  
Poster with Responses

**NOT STARTED** Send Home Second Step Home Links Consistently"  
Sep 05, 2018 to Jun 30, 2019 - Classroom Teachers

## Status history

Mar 6

**NOT STARTED** Mar 06, 2018  
**Evidence**  
Home Links

**NOT STARTED** Continue to provide Spanish and Arabic translations for sending home communications to families"  
Sep 01, 2018 to Jun 30, 2019 - Administration and Bilingual Teachers

## Status history

Mar 6

**NOT STARTED** Mar 06, 2018  
**Evidence**  
Flyers

**NOT STARTED**  
Send home regular positive communication with a focus on teachers distributing Panther Paw Shout Outs (aligned to core values) at least three times per month"

Nov 01, 2018 to Dec 31, 2018 - Classroom Teachers and SCCT

## Status history

Mar 6

**NOT STARTED** Mar 06, 2018  
**Evidence**  
SCCT Minutes

**NOT STARTED** Continue with Student of the Month and Honors Program. Create flyers to invite parents."  
Dec 01, 2018 to Jan 27, 2019 - Assistant Principal

## Status history

Mar 6

NOT STARTED Mar 06, 2018  
**Evidence**  
Photos

NOT STARTED Continue to support our Friends of Palmer, BAC, PAC, and LSC through administrative attendance at meetings."  
Sep 01, 2018 to Jun 30, 2019 - Administration

## Status history

Mar 6

NOT STARTED Mar 06, 2018  
**Evidence**  
Meeting Attendance

NOT STARTED Continue with STEAM Night, Family Reading Night, and Heritage Fest/Unity Week Events"  
Sep 01, 2018 to Jun 30, 2019 - Administration and Teacher Committees

## Status history

Mar 6

NOT STARTED Mar 06, 2018  
**Evidence**  
Event Photos

NOT STARTED Each teacher must invite parents in for an academic celebration/student work showcase at least two times per year."  
Sep 01, 2018 to Jun 30, 2019 - Classroom Teachers

## Status history

Mar 6

NOT STARTED Mar 06, 2018  
**Evidence**  
Event Photos and Flyers

NOT STARTED Attendance Initiatives: Send home five and ten day letters, traveling trophy, attendance graphs, social media posts regarding attendance, teacher-led attendance team to analyze data (meets monthly)"

Sep 01, 2018 to Jun 30, 2020 - Assistant Principal

## Status history

Mar 6

NOT STARTED Mar 06, 2018  
**Evidence**  
Meeting Minutes and Increased Attendance Data



## 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 the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Parents provide feedback to the school's administration through membership in the Parent Advisory Council, the Bilingual Advisory Committee, as well as the Local School Council and our Friends of Palmer organization. All parent feedback is gathered by teachers during our Open House event and parents formally provide data to the school through the My Voice My School survey administration. Coffee with the Principal is held monthly, at which parents can share their reviews of the school and suggestions for improvement. The Title I Parent Meeting is the formal place where parents review all components of the CIWP and this occurs yearly.

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

An annual meeting is held yearly for parents to review the CIWP and all parts of the parent compact and parent policy, as well as the budget allowed for parents who are members of our Parent Advisory Council. Our meeting will take place in late September of each school year and will showcase student improvement efforts, as well as organize those parents who are interested in serving in a leadership capacity.

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

All meetings for parents, including the PAC are placed on our school website and are sent home to parents per an informational flyer. When parents provide suggestions at these meetings and through individual conferences, the principal follows through until successful resolution.

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.

Palmer sends home progress reports four times per year and report cards four times per year. In addition, teachers send home student work, homework assignments and helpful tips for parents. This is done in paper form and electronically. Two times per year there is an in person parent/teacher conference and one time per year there is an Open House event for welcoming parents and students to the new school year.

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

All children at Palmer are taught by highly qualified teachers, but, if there were to be an instance where a teacher was not highly qualified, appropriate documentation would be sent home. It is the priority of the principal to hire and retain highly qualified staff at all times.

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

Parents in membership in the PAC and BAC are provided with funds needed to plan events to help them learn about how best to help their children, monitor progress, and work with educators. Additionally, teachers provide helpful information through our website and three family events (Family Reading Night, STEAM Night, and Heritage Fest).

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

Through Family Reading Night participation, parents learn ways to assist their child with development in literacy. It is through our STEAM night that families learn how to engage together in activities focused on science, math, and technology. In our new partnership with No Bully, parents have been provided a workshop focused on bullying prevention. Our regularly held Coffee with the Principal is not only a time to share ideas for school improvement, but a time for parents to attend workshops.

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

Several programs at Palmer help build relationships with parents. Communication with parents is enhanced through our website, e-mails, flyers, Facebook, and Twitter. We also hold special events including Family Reading Night and Heritage Fest. Parents have leadership and learning opportunities through PAC, BAC, Friends of Palmer, and LSC.

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

Palmer has a half day preschool program. In supporting early education development, we partner with parents during Family Reading Night, the summer Kindergarten Social, and our Kindergarten Parent Meeting. Through these activities, parents of young children can be encouraged to be involved in the school. These opportunities are in addition to Open House and Heritage Fest.

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

Palmer has a host of bilingual staff available to translate both written and verbal communications. Every effort is made to ensure translations are possible and there is value in using electronic formats that can use automatic translation features (website and Facebook).

#### Policy Implementation Activities

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

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

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

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

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

NA

## School-Parent Compact

Complete

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

### School Vision:

Palmer is an exceptional neighborhood school that empowers students to find value in their individuality and share their talents within the community. They welcome opportunities for growth and persevere through any challenge. Our students respect and find value within their own identity and the identity of others. They embrace new learning towards reaching high academic outcomes. Palmer students are prepared for the roles and responsibilities of the 21st Century.

### School Mission:

In order to accomplish our vision, we:

Design culturally relevant curriculum that utilizes authentic experience, celebrates diversity, and promotes unity.

Utilize restorative approaches to address breaches to our safe community.

Provide opportunities for students to think critically and solve real world problems.

Promote high expectations and the pursuit of a growth mindset in a trusting environment.

Foster instruction that is data informed, supports multiple intelligences and student choice, as well as collaborative learning.

Facilitate the involvement of the community by engaging our students with community partners.

Provide access to technological tools and tasks that allow students to work in digital environments and foster 21st Century learning

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

Parent teacher conferences take place two times per year on a formal basis, but can occur at any point in the school year when scheduled directly with a teacher during their preparation period or before or after school. Formal conferences take place in the fall and in the spring when 1st and 3rd Quarter report cards are distributed.

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

Parents get reports on their child's progress 8 times per year (4 progress reports and 4 report cards). These are distributed either in person (for 1st and 3rd Quarter Report Cards) or sent home with children. Parents who sign up for Parent Portal have a constant link to check their child's progress at any time they like.

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

Staff are available for meetings with parents before school, after school, and during preparation periods. It is recommended that parents e-mail or call in order to schedule appointments so that everyone involved can be prepared for the meeting ahead of time. In emergencies, the principal or AP are always available.

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

Parents can volunteer as chaperones on trips and in leadership roles within the LSC, PAC, BAC, and Friends of Palmer. These organizations have all kinds of roles for parents to take where they can truly make a difference the learning that occurs at Palmer school. Additionally, parents are often invited to special events at the school, such as Family Reading Night, Heritage Fest, and STEAM Night.

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

Parents can support their child's learning through checking parent portal, sending their children to school on time and regularly, and helping with homework. Reading daily at home with your child is an effective way to build vocabulary and ensure oral language development. If parents need assistance with learning English, they are welcome to attend our free parent ESL classes held every Wednesday at the school.

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

Parents can consult with administration whenever they have ideas, but meetings and events are set up where this can occur more formally. By attending Coffee with the Principal, Friends of Palmer, PAC, BAC, and LSC, parents have specific meetings where they can formally address the principal with ideas. All ideas are welcome as together, we make Palmer the school we want it to be!

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 keep track of their work using their assignment book and by submitting homework on a daily basis. Additionally, they can check the student portal to check their grades. Students at Palmer have leadership opportunities through Peer Conference, Student Council, and our after school Community Service program. Within the classroom, students set and attain goals, therefore working towards developing their own personal achievement.

Parent Budget

Complete

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

Parents on the PAC, BAC, and Friends of Palmer establish events and programs to support their children. Beyond what these leadership groups have established, the school sets up special events and trainings, such as STEAM Night and Coffee with the Principal. Additionally, each year Palmer hosts an Open House event at which parents can get to know their child's teacher and learn strategies directly from the educators at the school. These event dates can be found on the calendar located on the Palmer website and are updated regularly.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1000	.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.	\$ 931	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 725	.00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0	.00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 68	.00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ 0	.00

53306 **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	0	.00
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