

John Palmer Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	Stoddart, McLinden, Swiderski, Dolan, Ginsburg, Lekas, Schuemann, Gomez, and Dixon	School Excellence Framework
02/11/2020	Stoddart, Ginsburg, Swiderski, McLinden, Dolan, Lekas, Schuemann, and Dixon	Framework Priorities, Goals, and Strategies
04/27/2020	Caropreso and Dixon	Strategies and Parent and Family Plan

Date	Participants	Topic
04/28/2020	Dixon	Strategies and Fund Compliance
05/01/2020	CIWP Team (full team, including parents) - Virtual Feedback Session	Entire CIWP Document - Final Draft Review for Feedback

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** A shared vision has been created, as well as a student pledge through our Palmer Pledge. There are posters in the hallway that demonstrate our Core Values through words and images. Meetings that are held for stakeholders are centered implicitly around our Core Values, but could be more explicit. There is a gap in our development of informal meetings to share the vision. The importance of celebrating diversity is mentioned in both our Palmer Pledge and in our vision. Evidence of goal setting is present in classrooms and is a part of our Environment Expectations Checklist. The mission, vision, and core values were developed through both the ILT and within a staff meeting. The wondering is whether or not this drives our decision making. One statement within the document is that we welcome opportunities for growth and that we intentionally develop the identity of our students towards the development of high academic outcomes. Our

counselor helps to develop a safe and supportive environment through our Behavioral Health Team, LSSI partnership, and Kids Hope. The culture and climate team conducted a survey to determine student safety. While we have a behavior matrix sign posted throughout the building, we could strengthen the intentionality around using that language across the school. A Restorative Practices leadership cohort has been working to expand the staff's level of understanding and implementation of these practices. From an administrative perspective, Restorative Practices are used when issues arise. Further evidence demonstrates that students ask for these types of approaches to be used towards collective creation of a safer environment for our students and their peers. Teachers' leadership and expertise is capitalized during professional learning and if teachers attend outside professional development they share with colleagues as planned for in meeting agendas. The last two years have been spent conducting colleague classroom visits whereby teachers are able to self select teachers to observe during grade level meetings. There is recognition for contributions, but we would like to expand this recognition to include more opportunities. For example, third grade has a norm to recognize excellence at the start of meetings. With regard to REACH, we are not experiencing difficulties at this time, but it may be beneficial for our ILT to analyze high level trends. We are focused on student learning as evidenced by our grade level meeting topics. For example, they focus on analysis of interim assessment data and standardized assessment data. This has allowed us to prioritize rigorous content and engage students in learning. Transparent tracking systems are present in classrooms to track student progress towards goals. Teachers have four grade level meetings to redesign and reflect on unit planning and teachers have ample supplies. One on one meetings with teachers and administration have begun taking place and teachers evaluate each other using the Five Conditions of Effective Teams rubric. Although, we'd like to do that more often. The Teacher Update is sent out weekly by administration. Teachers are challenged to grow through various professional development. We'd like to work collectively on listening skills to ensure that everyone feels valued. In building improved relationships with others teachers, we'd like to continue work on being student focused. Safe practice is an integral part of professional learning. There is opportunity for mentorship of new teachers, as well as time for teachers to collaborate and observe each other in action in the classroom. Equity of teacher voice is considered in decision making, for example when considering a change in program towards IB, meetings were held in small group to hear more voices. We would like to be more intentional about regularly informing and engaging stakeholders in the analysis work of the ILT. Social media and LSC reports are used to celebrate small wins. For students, small wins are celebrated through the Panther Paws, Student of the Month, Honors Programs, and Attendance Graphs.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** School practices are reviewed for priority student groups, for example this is done in grade level meeting when we analyze student data. We also do this level of focused work in the special education department team. The use of ANET and NWEA Data is helpful in drilling down to determine the performance of our priority groups. We use this data to improve practices and evaluate, specifically with the development of reteach plans and reflection meetings. Through MTSS PM Data review meetings, we're looking closely at the progress of students who are struggling in reading and math (based on locally determined cut scores). Colleague Classroom Visits, Environment Expectations Checklist Walk Throughs, and informal visit notes. We'd like to have frequent informal visits from administration. The learning from student work protocol has been employed in grade level meetings, as well. There is room to improve determining the effectiveness of programs, and potentially review through ILT. We review specific standards for improvement and have ambitious goals around exposure to complex texts and tasks, as well as meeting growth targets on NWEA. Everyone has a role in their grade level meetings and this is noted within the grade level meeting minutes documents. There are clear cycles for MTSS to support our students receiving Tier II and Tier III interventions. Any teacher who would like to take on leadership within the school that focuses on areas of improvement has that ability, including time for collaborating across grade levels (vertical planning). Staff are encouraged to bring new knowledge to their peers, including Self Organized Learning Environments. There has been professional learning around Youth Mental Health First Aid (trauma sensitivity), calm classroom, and second step. During one on one check-ins with the principal, teachers have space to share pedagogical ideas. We would like to grow in the area of teachers initiating professional growth. Time is maximized and focused on student need. Schedules allow for all instructional minutes to be met. Purchases are driven by the priorities on the CIWP. Grants are a priority and there have been several Donors Choose Grants, Friends of Palmer Grants, Awards and other donations that are aligned to 21st Century Learning Goals. We are actively building a pool of candidates through student teaching partnerships. The principal reaches out to university partners and outside hiring websites to procure a wide array of resumes for positions. When hiring allows, teacher colleagues are invited to final round interviews. Staff is supported in attending professional development of their own choosing. The LSC is supporting our SEL initiatives, as well as improvements to school climate. The building is not always clean, but we continually focused on partnering with Aramark to secure more custodians. The building is very beautiful and inviting, through! There are visual reminders of the schools vision, mission, core values, and behavioral expectations throughout the building.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum

- 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4 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
- 4 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** We designate a date for Heritage Fest. All of our classroom libraries and literature are culturally relevant. We have structures in place for text to be CR. We've purchased core value books and diverse family value books. Our curriculum is tailored to the various cultures of our students. Social justice and service learning projects help students see and relate to other cultures as well as their own. We have Spanish versions of text books and literature. Ms. Robinson is a great resources for providing texts in various languages. Technology is incorporated into instruction and is differentiated based on student survey data. Understanding by Design is used by teachers and they are very strong in this area. Unit plans revolve around essential questions and enduring understanding. Performance tasks demonstrate students have an understanding of the big ideas and each unit plan incorporates transfer goals. Professional development focused on project-based learning is ongoing. We have community partnerships with Joffrey Ballet, Blackhawks, Pilot Light, Lawyers in the Classroom, Resilience, LSSI, Smiling Strings, and have in the past partnered with Lyric. Students perform and demonstrate work for a real audience, including Science Fair, Readers Theatre, Spelling Bee, Living Museum, Landforms Projects, Invention Fair, Great Pacific Garbage Patch Solutions, Pioneer Day, etc. We'd like to spread these types of activities across more grade levels. There is a schedule of assessed standards aligned to the CCSS and unit plans have standards-aligned objectives. The curriculum matrix documents for reading, science, social studies, and math. Unit plans are always revised and reflected upon. We use Calm Classroom and Second Step for SEL. We are also increasing the use of Restorative Practices across the school through partnership with the Restorative Practices Leadership Cohort. Within Second Step students practices interpersonal skills. The Illinois SEL standards are incorporated in many unit plans, but we could do more. Ms. Holly does the Second Step and Core Value Announcements in the morning and Dance Friday. Classroom libraries have a wide array of texts and are organized by level and by genre. The unit plans teachers design have built in supports for differentiation. Technology is incorporated into unit plans and selected texts offer students both windows and mirrors. The unit plans are deeply aligned with the shifts found in the CCSS. We provide students with texts in their native language (where available). Furthermore, we have recently purchased books that represent different gender identities.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** We monitor student attendance through tardy slips, an attendance team, parent letters, an attendance team, as well as home visits. Teachers utilize rubrics and self assessment checklists to monitor student learning. Growth mindset work is posted throughout the school and we are working on fostering student creativity through SOLE. Career Day was a concrete way for students to recognize the value of their learning and hard work. There are out of uniform days and trophies for classes that have good attendance and students are recognized through Student of the Month and Honors Assemblies. All classrooms have goal setting systems, as this is a requirement on our internal Environment Expectations checklists. Per the five essentials survey, we have some teachers who do not believe that all students can learn and achieve at high levels. We struggle with problem solving around changing hearts and minds and want to continue to work on this. Teachers have goal setting systems in the classroom that relate to both academic and behavior goals. Flexible learning spaces are beginning to emerge throughout the school. Choice boards are used throughout the school, but could be more consistent. Students make choices about texts through rigorous implementation of independent reading structures. In the learning spaces, students are able to determine where they learn best. Accountable Talk and Turn and Talk practices are strong throughout the school. The Three Reads Structure in math has also supported increased student talk. There is abundant evidence of sentence stems throughout the building. We are strong in asking students to support their claims with text evidence. Teachers anticipate possible student misconceptions and word walls are present in all classrooms. SOLE Practices engage students in exploration of questions. Text complexity and topic was under consideration during selection of books, as well as design of text dependent questions. Tasks are aligned to standards. The learning from student work protocol is evident in grade level meetings in teachers' grade level meetings. There are some instances of positive reinforcement, but we'd like to make this more prevalent. We'd also like to increase the use of written feedback and allow for students to improve their work as a result of this feedback. Students receiving interventions are PMed every week, and developing reteaching plans using ANET. Teachers individualize instruction through the use of Lexia and Freckle web-based programs. Unit plans represent a range of pedagogical approaches. In working with our ELs, we are always working to present content in native language, but we could improve in this area. The NUMATS program, as well as our Comprehensive Gifted Program provide support for students who are performing at higher levels. Our arts teachers are using the National Core Arts Standards and our teachers have designed units to reflect the shifts in CCSS for math and reading, but we could stand for a refresher.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers monitor student progress with quick checks and exit slips. Reading groups are formed based on TRC results and BRI results. There are varied methods of assessment. We use multiple measures to supplement district measures, including ANET, analysis of student work, performance tasks, quick checks, EasyCBM PMing, and BRIs. We use the Data Wise approach in ILT and have a data cycle through ANET in grade level meetings. Teachers develop reteaching plans and then hold reflection meetings. Assessments are made accessible through the use of translations, scribes, separate testing locations, etc. Performance tasks in unit plans reflect the shifts in the CCSS and are teacher created. ACCESS data is collected to determine the progress of ELs. ELs are PMed weekly using EasyCBM if they are receiving Tier II or Tier III academic interventions. ANET data is available to all teachers. At the start of the year, the principal shows data trends via power point. Grade level teams work together to create performance tasks. We would like to improve with regarding to vertical alignment of assessments across grades, in addition to resources to help evaluate the quality of the tasks we design. We would like to discuss grading practices across the school in order to design consistent grading practices. How do we organize and communicate grading practices from enrichment teachers to others?
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have an attendance team that meets to design supports for students. We have out of uniform days, parent letters, on-track letters, small prizes, certificates, and five and ten day notices. We have designed an on track parent letter. The SEF for MTSS has been completed by administration who coordinates the MTSS program in consult with our counselor/case manager and team of interventionists. Our work is advanced to a point where using the framework guide is no longer necessary. Yes, the administrative team supports MTSS. Teachers PM all students weekly using Easy CBM or DIBELS at a students instructional level according to the BRI. A team of interventionists then administers the placement test for the intervention that aligns specifically to the child's area of deficit. Students are PMed by a teacher at the instructional level and in their area of deficit. Parents are notified when a child is getting an intervention and we use passive consent. All data is organized and filed in an orange folder held in a central location. PM data review meetings happen twice yearly. One area in which we can improve is with math interventions, as well as PMing in math in the primary grades. We would like to look into ways to communicate PM results more formally with parents. We would like to let people know what SEL interventions the counselor is trained in so that they can reference it in their referrals to her. The counselor would like to conduct a needs assessment.
- 4 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** We would like to improve the transitions into our school for new students. We model the progress of ELs who have transitioned out of the program. We have held both kick off to kindergarten and bridge programs at our school in the past. The counselor notifies parents about the freshman connection programs at high schools. We use data to connect students to gifted programs sponsored by NUMATS. The arts teachers work to help students to discover personal talents and skills, as well as after school programs with the Joffrey Ballet. Within unit plans, transfer goals help students develop long term concepts. College and Career is promoted through a partnership with Junior Achievement and the design of our Career Day. We offer 8th Grade Algebra and have a 100% passing rate. Our counselor meets with the 8th graders to prepare high school applications. Implementation of Naviance has improved this year and we're ahead of schedule on most classes. This prepares students for high school and future

planning. The counselor collaborate with counseling colleagues to plan a yearly high school fair. Through Naviance, the counselor helps students with match. Several of our students have earned their medals for Pathways to the Seal of Biliteracy.

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Time for Second Step is embedded within the schedule and we have daily Calm Classroom. The Peer Conference Program that we have running helps students with their peers towards assisting them with problems. We partner with LSSI to provide individual weekly counseling to students. All staff are trained in Restorative Practices and Calm Classroom and several teachers are Youth Mental Health First Aide Certified. There is a system within each classroom called Panther Paws to recognize students for showing the Palmer Core Values. Mentors are provided to students through our partnerships with Kids Hope USA. Our social work from the district is leveraged to provide short term counseling support to students. Second City provided staff an opportunity to develop positive relationships. We would like to focus on improving teacher teacher and teacher principal trust. Two teacher leaders were selected for Adult SEL training from the district and are providing that support to the staff.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Seventh grade teaches about government using the constitution. The Student Council allows for students to serve as leaders, as well as Student Voice. Students in 7th Grade ELA and Computer Science address media. Several of our unit plans address the power to be members of the community including the ocean unit and the growing and changing unit. During the presidential campaign, the students conduct a mock vote and visit our polling place. Students in 4th to 8th Grade vote on their student council representatives. 7th Grade has a partnership with Lawyers in the Classroom. Teachers use websites to find current events to use within their curriculum and teachers also supplement their curriculum with Scholastic News. Empathy is taught through Second Step. Our ELPT has done some training on cultural issues, including equity. Our 8th grade teacher participates in WE Day. We have recently purchased books focused on culturally relevant curriculum. All teachers have finished the

Transgender support webinar. Student voice is strong due to the fact that we have Peer Conference, Student Council, and Student Voice. Last school year, our student voice led a Mental Health Day. Student Council is doing a fundraiser to support victims of the Australian Brush Fires. We have an after school program called We Help Animals. A food drive took place led by our Student Council. Senator Ram Villivalam came out to Palmer as a part of the Principal for the Day Program. He was able to work with the students on student council and conducted a read aloud lesson with two primary rooms. We held a back to school bash which brought together many community organizations, including our STEAM Night and Family Reading Night. There several unit plans with social studies standards integrated. Students created the behavior charts aligned to our school wide matrix. We conduct a yearly Heritage Fest and Unity Week. We would like to work on staff reflecting on their own identity and bias, as well as including younger students in student leadership efforts.

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** The school culture and climate team created a School Wide Behavior Matrix and students created drawings to represent these rules. There is a clear criteria for office referrals. Several adults are trained in Youth Mental Health First Aid. We would like to tighten up procedures for supervision in the hallway. While we have the criteria for the hallways, it is not always followed. There should be some reteaching on the CPS Bullying protocol and make sure teachers are aware of this. All teachers have finished the required training for mandated reporting. Teachers know how to use our local counseling referral form to report student support needs. Within classrooms, routines and procedures are managed to protect instructional time. Adults greet students warmly to welcome them in the morning. We have a School Culture and Climate Team, as well as a Behavioral Health Team. When a student returns from suspension, reentry plan meetings take place. We hold restorative conversations, as well in an effort to continue to create a safe environment.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Second Step and Calm Classroom is taught, as well as a set of Anti-Bullying rules. Within classrooms, students have individual behavior charts. At the start of the school year, teachers spend a great deal of time teaching routines and procedures. We are members of the Restorative Practices Leadership

Cohort. Our Assistant Principal serves as the leader of our Restorative Practices work, while the team centrally manages this work. We document all of the usage of Restorative Practices in Aspen. All parents are contacted and provided with referrals. There are a handful of teachers who engage in power struggles, which requires attention of the administrator. Students are provided with counseling services, as well as outside referrals to be successful. More teachers would like training on trauma and youth mental health first aid. All misconducts are tracked and entered into Aspen, but locally, the work of our BHT focused on SEL supports is tracked on an Excel sheet and within meeting minutes. Behavior data is pulled from Dashboard and analyzed during Culture and Climate team meetings.

- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Palmer is a welcoming environment to students and families. The office is very welcoming and the office staff is very attentive. We have a Friends of Palmer, Parent Advisory Council, Bilingual Advisory Committee. There is a Science Fair and a Family Reading Night. There are twice weekly Parent ESL classes. There are parent workshops on topics including bullying and vaping. Flyers are sent home in multiple languages. Through the school website, parents can communicate with teachers. We have streamlined Level II process to help create a group of parents who are ready to go as chaperones. Parents attend the Spelling Bee to support their children. We communicate with parents online through our website, Facebook and Twitter. Open House, Kindergarten Social, and a Back to School Community Meeting takes place at the start of the school year. The third grade team conducts a parent meeting. Parents are notified through a letter about MTSS interventions. We have a parent and family handbook that is posted to the website. We need a more streamlined communication portal (through electronic means) to reach our parents. We could improve in the use of parent communication logs. Parents coordinate our annual Walk A Thon. For excessive absences we have conducted home visits, referrals for therapy, and phone calls to support. We send home five and ten day notices for attendance, as well as a special on track letter that we have just developed this year. There is a list of translators in the office. We have after school childcare for families through a partnership with Right at School.
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School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Attendance Rates
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>Relative to the attendance metrics for other subgroups, these students have the lowest attendance. We believe that through looking at culturally relevant practices, welcoming and safe learning environments, and teacher-student trust we'll be able to improve upon this metric. Our highest attendance group is 3rd grade, which is a high point. It may be beneficial to borrow strategies from this team.</p>	Latinx		94.50	96.00
	Students with IEPs		94.50	96.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>Relative to other sub group performance, ELs and students who identify as Latino are performing lower than other groups. There are 53 students in the EL category and 94 students in the Latino category. If improvement were to take place within these sub groups it would have a positive impact on overall school performance.</p>	EL		57.00	60.00
	Latino (Male)		60.00	65.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>There are 42 students represented in the IEP group, while in the FRL group there are 306; of which, many other subgroups reside. We seek the increase background knowledge, access to grade level content, vocabulary instruction, wide reading of independent texts, field trips, and use of informational texts/technology to increase background knowledge.</p>	Students with IEPs		55.00	60.00
	FRL Eligible		70.00	73.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>Currently, 35% of students are making sufficient annual progress on ACCESS. We would like to move this number up to 50% by the end of this CIWP cycle. For students with IEPs who take the ACCESS, only</p>	EL		40.00	50.00
	Students with IEPs		35.00	40.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
27% have made sufficient progress. We would like to move that to 40% by the end of this CIWP cycle.				
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>Overall 2nd Grade Math attainment is at the 77th percentile per our last SQRP. We would like to move that so that it is comparable to our 3rd to 8th grade Attainment in Math (which currently stands at the 87th percentile. We're connecting this with overall EL Growth in math, which stands at the 60th percentile which represents our lowest growth area for math. We believe that ensuring our ELs meet growth targets will ensure that they reach closer towards the 50th percentile, as well.</p>	Overall		84.00	87.00
	EL		60.00	70.00

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey We would like to move from Neutral towards strong on the Collaborative Teachers indicator. Specific subcategories to focus on will including teacher-teacher trust, collective responsibility, and school commitment. We are also going to work on student safety, which is rated as red (weak). This should first move to neutral. For SQRP goal listed here, we have indicated a 4 to mean strong.</p>			4.00	4.00	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Student Safety As Measured by the Five Essentials We'd like to move from "weak" to neutral according to the five essentials survey. This is the first time in approximately four years that this</p>	1.00			4.00	4.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
area has been marked as red. On the markings here, we have used a 1 as weak and a 4 as strong.					

Strategies

Strategy 1

If we do...	If we inspire a sense of collective responsibility through strong school wide SEL practices for students, consistently beautiful classroom environments, and effective teacher collaboration (time during grade level meetings and planning periods)
Then we see...	teachers collaborating with one another to maintain discipline across the school, students being friendly and kind with one another and demonstrating the behaviors of an up-stander, as well as positive student and teacher interactions
which leads to...	an increase in the collaborative teacher measures on the five essentials from neutral to strong, including all sub categories, specifically teacher-teacher trust, collective responsibility, and school commitment, as well as an increase in the five essentials rating for student safety (all moving to a rating of strong).
Budget Description	No new investments are required for these action steps to be accomplished.
Tags	Leadership for Continuous Improvement, Literacy: Shift 4-21st Century Professional Learning, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) Individual Check in Meetings with Teachers will allow them to effectively manage change and for some, would provide mentoring and support Tags:Leadership for Continuous Improvement, Supports, Coaching (Not started) Continue the Environment Expectations checklist to foster a positive learning environment in which staff and students feel valued and challenged (including diverse classroom libraries) Tags:Classroom environment, Checklist, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, OSEL: Supportive Classroom Environment (Not started) Provide teachers with training related to using our school website to communicate with parents and students Tags:Website

	<ul style="list-style-type: none"> • (Not started) During individual check in meetings with teachers, principal will ask what professional learning teachers want to experience. Also, include a statement in the Teacher Update regarding the allowance of teachers to choose professional development of their own choosing. <p>Tags: Professional development, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> • (Not started) At the start of the school year, teachers will teach the matrix items as a part of their BOY expectations. Sample Lessons will be created by the Culture and Climate Team as resources to teach explicitly areas of the matrix. Common Hallway Language through a Hallway Behaviors Addendum will be completed by the Culture and Climate Team. <p>Tags: Culture and climate, Behavior matrix, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Teachers will give the Panther Paws to their own students, as well as others in order to foster shared recognition of our Core Values in a public way. <p>Tags: Culture and climate, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Continue to foster teacher leadership through leadership teams, including Attendance Team, School Culture and Climate Team, Instructional Leadership Team/PPLC, and the Wellness Team <p>Tags: Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Continue to implement the practice of Colleague Classroom Visits whereby teachers share innovative practices across classrooms and grade levels (as a part of our year long PD plan) <p>Tags: Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Continue to support teachers in self reflection on team process through the use of the Five Conditions of Effective Teacher Teams rubric (three times per year in Grade Level Meetings) <p>Tags: Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 2

If we do...	If we talk about and explore issues of cultural significance, as well as hidden bias while at the same time allow all students access to rigorous tasks and texts in all settings, improve co-teacher relationships, and differentiate for our students learning English as a second language
Then we see...	teachers believing that all students can achieve at high levels, as well as students engaged in texts and tasks of significant challenge, self organized learning environments, differentiation for all, flexible learning spaces, and revision of work based on teacher

	feedback (in reading and math). Practices will be consistently evidence across all subject areas with a focus on math and reading.
which leads to...	math growth for our English Learners at the 60th percentile (and consequently an increase in ACCESS scores towards 50% annual progress), Reading growth for our students with IEPs at the 60th percentile (and consequently 40% of students with IEPs making progress on ACCESS), and 2nd grade math attainment at the 87th percentile
Budget Description	Funding to support the purchase of Flexible Seating furniture, as well as more texts of cultural relevance will be required.
Tags	Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Begin to read and talk about hidden bias and privilege (professional text and potential community partner). Administer the Implicit Bias test (within a safe, supportive environment) Tags:Equity, Equity: Targeted Universalism • (Not started) PD focused on the design and analysis of rigorous tasks, including the use of choice boards as a technique to differentiate for ELs and those with IEPs Tags:Rigorous tasks, Productive struggle, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks • (Not started) Apply the Learning from Student Work Protocol at least three times per year during principal directed preparation periods Tags:Learning from student work protocol, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks • (Not started) Continue the discussion around Project Based Learning Environments and Self Organized Learning Environments Tags:Project based learning, Sole, SSCE: Informed Action: Project-based learning or Service Learning • (Not started) Provide teachers with professional development focused on student self and peer assessment using rubrics (include structures to allow students to improve work based on written feedback) Tags:Professional development, Self assessment, Rubrics, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Ensure full access to grade level texts and tasks to ensure that students (no matter the setting) have access to rigorous content, specifically those in separate class settings (including texts in native language and of cultural relevance).

	<p>Tags:Special education, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Increase collaboration time between special education teachers and general education settings in order to increase student access to grade level work. During this time, teachers should plan grade level content, as well as review IEP goals. Hold the expectation that special education teachers attend grade level meetings. <p>Tags:Special education, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Review Co-Teaching Models and provide teachers with feedback based on twice yearly observation with feedback from the Case Manager, Principal, and AP. Develop a PD session focused on relationship building across co-teaching relationships (all towards increasing sped student's access to grade level content) <p>Tags:Special education, ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> (Not started) Professional Development with a renewed focus on the shifts found in the Common Core State Standards for both Literacy and Math <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Purchase furniture that allows for flexible learning areas to be created within each and every classroom across the school. <p>Tags:Equity: Resource Equity</p> <ul style="list-style-type: none"> (Not started) Work in grade level and departmental teams (in collaboration with ESL certified and SpEd certified staff) to design unit embedded interim assessments that are aligned with the CCSS and will test for transfer of learning to a novel task <p>Tags:Assessment: Balanced Assessment and Grading</p>
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Strategy 3

<p>If we do...</p>	<p>If we tend to the vertical alignment of our assessment strategies (types of tasks), evaluate the quality of our performance tasks in a consistent way, and develop consistent grading practices across the school</p>
<p>Then we see...</p>	<p>an improved approach around teacher analysis of comment assessment types across grade levels (in all subject areas), common definitions of grading approaches as described by both teachers and students, as well as students demonstrating increased understanding of what is being assessed and how it will be assessed.</p>

which leads to...	increases in student performance in relation to overall math and reading growth (for subgroups - EL Math Growth at the 60th percentile, IEP Reading Growth at the 60th percentile, FRL Reading Growth at the 73rd Percentile)
Budget Description	These action steps do not require a shift in scheduling or budget for Palmer. All action steps take place within existing teams.
Tags	Assessment: Balanced Assessment and Grading, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Professional Development for teachers focused on assessment design and differentiation, in addition to time for teachers to aligns the qualities of these assessments vertically (much like our curriculum matrix documents) Tags:Assessment: Balanced Assessment and Grading • (Not started) Develop and use a tool (from those available and found in professional literature) to evaluate the quality of our assessments in relation to the CCSS. Tags:Assessment: Balanced Assessment and Grading • (Not started) Through Grade Level Meetings develop reteaching plans and conduct reflection meetings using our internally designed interim assessments (aligned to the CCSS that are taught quarterly within our UBD unit plans) Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Research effective grading practices through the use of existing teacher teams (ILT and PPLC) and develop a set of guidelines for use locally at Palmer. Communicate these guidelines for feedback from teacher teams and then cycle through a set of improvements prior to roll-out. Tags:Assessment: Fair, Accurate and Consistent Grading Systems

Strategy 4

If we do...	If we engage students in SEL programming including Second Step, Calm Classroom, Peer conference, Restorative Practices, and Panther Paws while also work towards enhancing the teacher-teacher and teacher-principal trust measure on the Five Essentials (with specific times and agenda focused on these topics)
Then we see...	Students engaged in a safe and supportive learning environment in which they can achieve high academic outcomes, as well as teachers and the principal supporting and caring for one another within an atmosphere of innovation and excellent practices
which leads to...	a strong rating on the Five Essentials for Student Safety, Teacher-Teacher Trust, and Teacher-Principal Trust, as well as a 96% attendance rate.

Budget Description	All resources exist at Palmer to achieve these action steps (budget funding would continue as previously designated and human resources would be used as they are currently)
Tags	OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Continue to partner with LSSI to ensure a full time social worker exists at the school to provide individual social work to students as reviewed by our Behavioral Health Team Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Continue to engage students in Second Step Practices, as well as Calm Classroom as a part of our Tier I SEL Approach Tags:OSEL: SEL Instruction • (Not started) Refine and continue to engage students in our Middle School through our Peer Conference Program towards peacefully resolving conflict Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Recognize students through the use of our Panther Paws program aligned to our Core Values, as well as continuing our Student of the Month program (again, aligned to the Core Values and Behavior Matrix) Tags:OSEL: Supportive School Environment • (Not started) Continue teacher professional development and implementation of Restorative Practices, including conversations, talking circles, and peace circles Tags:OSEL: Supportive School Environment • (Not started) Research and engage staff in activities that promote teacher-teacher and teacher-principal trust including: Sharing My Why Activity, Team Building Strategies, Individual Check In Meetings with Principal, Colleague Classroom Visits, and Professional Readings Tags:OSEL: Supportive School Environment • (Not started) Create a Buddy Classroom project where teachers collaborate with colleagues to engage younger students with older students for curriculum related projects and mentoring (thus ensuring different teachers have the opportunity to collaborate and get to know one another Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OSEL: Supportive School Environment

Action Plan

Strategy 1

Individual Check in Meetings with Teachers will allow them to effectively manage change and for some, would provide mentoring and support

Sep 07, 2020 to May 31, 2022 - Principal

Continue the Environment Expectations checklist to foster a positive learning environment in which staff and students feel valued and challenged (including diverse classroom libraries)

Sep 07, 2020 to May 31, 2022 - Principal and Assistant Principal

Provide teachers with training related to using our school website to communicate with parents and students

Sep 07, 2020 to Sep 30, 2020 - Principal

During individual check in meetings with teachers, principal will ask what professional learning teachers want to experience. Also, include a statement in the Teacher Update regarding the allowance of teachers to choose professional development of their own choosing.

Sep 07, 2020 to Sep 30, 2020 - Principal

At the start of the school year, teachers will teach the matrix items as a part of their BOY expectations. Sample Lessons will be created by the Culture and Climate Team as resources to teach explicitly areas of the matrix. Common Hallway Language through a Hallway Behaviors Addendum will be completed by the Culture and Climate Team.

Dec 01, 2020 to Jan 30, 2021 - Classroom Teachers and Culture and Climate Team

Teachers will give the Panther Paws to their own students, as well as others in order to foster shared recognition of our Core Values in a public way.

Oct 01, 2020 to Nov 28, 2020 - Classroom Teachers

Continue to foster teacher leadership through leadership teams, including Attendance Team, School Culture and Climate Team, Instructional Leadership Team/PPLC, and the Wellness Team

Oct 01, 2020 to Nov 13, 2020 - Principal

Continue to implement the practice of Colleague Classroom Visits whereby teachers share innovative practices across classrooms and grade levels (as a part of our year long PD plan)

Sep 07, 2020 to Oct 16, 2020 - Principal and ILT/PPLC

Continue to support teachers in self reflection on team process through the use of the Five Conditions of Effective Teacher Teams rubric (three times per year in Grade Level Meetings)

Sep 07, 2020 to May 20, 2022 - Principal and Teachers Teams

Strategy 2

Begin to read and talk about hidden bias and privilege (professional text and potential community partner). Administer the Implicit Bias test (within a safe, supportive environment)

Sep 07, 2021 to Oct 29, 2021 - Principal

PD focused on the design and analysis of rigorous tasks, including the use of choice boards as a technique to differentiate for ELs and those with IEPs

Sep 07, 2020 to Oct 30, 2020 - Principal

Apply the Learning from Student Work Protocol at least three times per year during principal directed preparation periods

Mar 02, 2021 to May 01, 2021 - Principal

Continue the discussion around Project Based Learning Environments and Self Organized Learning Environments

Mar 02, 2021 to Apr 30, 2021 - Principal, AP, and Teacher Leaders

Provide teachers with professional development focused on student self and peer assessment using rubrics (include structures to allow students to improve work based on written feedback)

Dec 01, 2021 to May 31, 2022 - Principal and AP

Ensure full access to grade level texts and tasks to ensure that students (no matter the setting) have access to rigorous content, specifically those in separate class settings (including texts in native language and of cultural relevance).

Jan 01, 2021 to Mar 05, 2021 - Special Education Teachers and Principal

Increase collaboration time between special education teachers and general education settings in order to increase student access to grade level work. During this time, teachers should plan grade level content, as well as review IEP goals. Hold the expectation that special education teachers attend grade level meetings.

May 13, 2021 to Sep 30, 2022 - Case Manager and Principal

Review Co-Teaching Models and provide teachers with feedback based on twice yearly observation with feedback from the Case Manager, Principal, and AP. Develop a PD session focused on relationship building across co-teaching relationships (all towards increasing sped student's access to grade level content)

Feb 01, 2021 to Mar 30, 2021 - Case Manager, Principal, AP

Professional Development with a renewed focus on the shifts found in the Common Core State Standards for both Literacy and Math

Sep 07, 2020 to Oct 17, 2020 - Principal and ILT/PPLC

Purchase furniture that allows for flexible learning areas to be created within each and every classroom across the school.

Aug 12, 2020 to Sep 19, 2020 - Principal

Work in grade level and departmental teams (in collaboration with ESL certified and SpEd certified staff) to design unit embedded interim assessments that are aligned with the CCSS and will test for transfer of learning to a novel task

Nov 01, 2020 to Dec 18, 2020 - Grade Level Teacher Teams

Strategy 3

Professional Development for teachers focused on assessment design and differentiation, in addition to time for teachers to aligns the qualities of these assessments vertically (much like our curriculum matrix documents)

Feb 07, 2021 to Mar 26, 2021 - Teacher Teams

Develop and use a tool (from those available and found in professional literature) to evaluate the quality of our assessments in relation to the CCSS.

Nov 17, 2021 to Dec 31, 2021 - ILT/PPLC

Through Grade Level Meetings develop reteaching plans and conduct reflection meetings using our internally designed interim assessments (aligned to the CCSS that are taught quarterly within our UBD unit plans)

Sep 07, 2020 to May 20, 2022 - Teacher Teams

Research effective grading practices through the use of existing teacher teams (ILT and PPLC) and develop a set of guidelines for use locally at Palmer. Communicate these guidelines for feedback from teacher teams and then cycle through a set of improvements prior to roll-out.

Apr 16, 2021 to Dec 16, 2021 - ILT/PPLC and Teacher Teams

Strategy 4

Continue to partner with LSSI to ensure a full time social worker exists at the school to provide individual social work to students as reviewed by our Behavioral Health Team

Sep 07, 2020 to Jun 01, 2022 - Behavioral Health Team

Continue to engage students in Second Step Practices, as well as Calm Classroom as a part of our Tier I SEL Approach

Sep 07, 2020 to May 31, 2022 - Classroom Teachers and Culture and Climate Team

Refine and continue to engage students in our Middle School through our Peer Conference Program towards peacefully resolving conflict

Sep 07, 2020 to May 31, 2022 - Security Guard and Assistant Principal

Recognize students through the use of our Panther Paws program aligned to our Core Values, as well as continuing our Student of the Month program (again, aligned to the Core Values and Behavior Matrix)

Sep 07, 2020 to May 31, 2022 - Assistant Principal and Classroom Teachers (Culture and Climate Team, as well)

Continue teacher professional development and implementation of Restorative Practices, including conversations, talking circles, and peace circles

Sep 07, 2020 to May 31, 2021 - Restorative Practices Leadership Team

Research and engage staff in activities that promote teacher-teacher and teacher-principal trust including: Sharing My Why Activity, Team Building Strategies, Individual Check In Meetings with Principal, Colleague Classroom Visits, and Professional Readings

Sep 07, 2020 to May 30, 2022 - Principal

Create a Buddy Classroom project where teachers collaborate with colleagues to engage younger students with older students for curriculum related projects and mentoring (thus ensuring different teachers have the opportunity to collaborate and get to know one another

Jan 17, 2021 to Feb 28, 2022 - Principal

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

School administration, grade level teacher teams, and the Instructional Leadership team assess needs based on academic data. Academic data produced from formative assessments, quarterly benchmarks, and statewide testing is reviewed. Common Core State Standards and local and state guidelines are at the focus of the academic data

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

Strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement include: inclusive instruction (students learn with their peers to the greatest extent possible) provide by co-teachers (regular and DL); teachers are EL certified and provide appropriate instruction to English learners; the use of formative and quarterly assessment will help identify individual students' needs and guide teachers to differentiated strategies; standards based UBD unit plans created by grade level and departmentalized teachers; partnership with Northwestern University Center of Talent Development.

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

Multi-tiered system of supports (MTSS) is implemented schoolwide and is scientifically researched based. Self Organized Learning Environments (SOLE) strengthens individual student inquiry and the core academic program.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Jr. Achievement provides career and college awareness. MTSS address the academic needs of students who are low achieving. Students' social emotional needs are addressed through the Behavioral Health Team and a partnership with Lutheran Social Services of Illinois.

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

Palmer promotes the success of its academic and non-academic programming. This attracts the best teachers. Resumes and reference checks are deeply reviewed so only high-quality and highly- qualified teachers are hired.

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

High quality professional development is provided to teachers through multiple means. These include PDs led by colleagues, as well as outside providers and administration. Paraprofessionals also receive PD led by the CPS ODLSS.

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

Palmer hosts many family events. These include Open House, Kindergarten Social, Kindergarten New Parent Meeting, Family Reading Night, Heritage Fest, Walk A Thon, STEAM Night, Student of the Month Program, Holiday Program, Fine Arts Program, and our PAC and BAC meetings.

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

PreK teachers at Palmer collaborate with our Kindergarten teachers and communicate with parents to ensure an appropriate transition to Kindergarten.

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

Yearly the principal prepares and presents a suggested assessment plan for the following year. Teachers participate in a voting process to adopt the assessment plan. Data generated from assessments given within the plan is analyzed by teachers in collaborative settings.

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

Palmer has a robust MTSS system in which students qualify (based on universal screener data) for Tier II and Tier III academic interventions. These are provided by a team of retired Palmer teachers implementing research-based literacy and math approaches. Students are progress monitored by their classroom teachers at their area of deficit and at their instructional level.

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

Through our PAC and BAC, parents receive valuable training. In the past these have included topics of cultural relevance, ensuring student emotional/physical safety, and other important topics. As a school, we also support parents through our parent ESL program (taught by an NEIU professor) and include them in a variety of family events located at the school.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Palmer parents meet with school administration and CIWP representatives to assess school progress toward the specific components of the Title 1 parental involvement plan and policy. Parents are involved in the CIWP process through individual input, reports from PAC, BAC and parent representatives on the LSC. The analysis and reports are constructed at monthly PAC and BAC meetings, parent conferences (individual, school, and through parent organizations), ongoing PAC self-assessment using the Parent Involvement Plan and Policy

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

The annual Title I meeting will be held on October 29, 2020. The PAC organizational meeting will be held on October 22, 2020, at which time the Principal or assistant principal will provide an explanation of Title I requirements and parents rights to be involved in Title I programs. Additional parent involvement meetings will iterate and update this information, encouraging attendance by all parents of children participating in NCLB. These meetings will include monthly PAC, monthly BAC, quarterly report card pick up days, individual (ad hoc) parent meetings, and other parent-involved special events.

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.

Palmer Elementary will respond to suggestions for regular meetings of parents by informing them of existing opportunities (PAC, BAC, Parent University, PTA, special event planning committees, etc.) and then providing space and time for a new regular meeting if parents desire it. Palmer Elementary will offer support in the form of an authority or supervisor to answer questions about the school to parents plan and

make decisions about the education of their children. Palmer will help parents determine how to communicate with larger bodies, such as informing school personnel, coordinating with teachers, or communicating with other parents.

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

In the future, as Palmer does currently, parents will be provided a report of their child's performance on the NWEA and PARCC as soon as they are made available to the school. A report will be sent to parents in the fall.

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.

Palmer Elementary will notify parents in writing when their child is assigned to or taught by a teacher who is not "highly qualified" as defined in the Title I Final Regulations for at least 4 consecutive weeks.

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

Palmer Elementary will assist parents of participating NCLB Title I children in understanding Common Core standards, state and local assessments, the requirements of Title I, Part A; how to monitor their child's progress, and how to work with educators. The school will do so through monthly meetings of Parent University, advising leaders of PAC and BAC to communicate with their membership, through parent meetings at report card pick up day and ad hoc.

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.

Palmer Elementary will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parent involvement. The school will do so through monthly meetings of Parent University, advising leaders of PAC and BAC to communicate with their membership through parent meetings at report card pick up day and ad hoc. We will provide, whenever possible, translated documents for our parents who do not read English.

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.

Palmer Elementary will educate staff in the value of contributions by parents as instructional volunteers, lunchroom monitors, capacity builders (through PAC, BAC, and LSC), and collaborators in the education, discipline, and growth of their children. Further, staff will learn how to communicate and work with parents as equal partners as it pertains to the individualized needs of their children, such as communicating achievement and education needs, discipline issues, and other specific needs. We will build ties with parents using a variety of volunteer opportunities and communicating data about the implementation of initiatives.

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 parents of Pre-K students are required to be involved in all 4 activities annually, and all of the activities take parents beyond the walls of their child's class and into other special events, grade levels, and programs. The initiative is to help parents understand the school's overall culture and how Pre-K fits into a larger educational mission.

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 Elementary provides Spanish and Arabic written translation for parent-related announcements, and translations in other languages whenever possible. Verbal translations are provided for Parent University and other meetings, especially individual meetings with parents.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

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. 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 are scheduled individually for report card pick-up days (quarterly); and as needed by parent, teacher, or administrative request in response to achievement, behavior/discipline, IEPs, EL concerns, counseling, or other needs

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

Palmer Elementary provides printed and translated semi-quarterly progress reports 4 times per year; printed and translated quarterly report cards 4 times a year; other reports on an as-needed basis based on achievement, behavior/discipline, IEP, EL concerns, counseling, or other needs. Some reports could be translated verbally.

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

At Palmer, parents make appointments to see staff before school, after school, or whenever the staff member is available. Furthermore, parents who wish to see a non-teaching staff member can do so before, during, or after the instructional day and may mediate conversations with multiple staff members.

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 may volunteer and participate in their children's classes through opportunities as instructional volunteers, volunteering for special events (e.g. Literacy Night, field trips, fundraisers), and as special guests for instructional purposes. These opportunities exist throughout the school year.

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

Palmer Elementary's parents will support their children's learning by monitoring attendance, reporting behavior/discipline/motivation issues, requesting changes to IEP's, monitoring language acquisition, monitoring homework and other academic work, completing informational requests and surveys, and participating in parent involvement opportunities for whole school development of all children.

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

When deciding the best course of action to improve their child's education, parents will consult with their child's teacher, and when needed with an associate team, committee, or administration. This meeting will be convened by student, parental, teacher, or administrative request and attended by all pertinent parties or their delegates to decide collaboratively and through consensus the best course of action for the student.

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 bear responsibility for improving their own academic achievement by attending school prepared every day, making a positive effort in all subjects, fulfilling assignments and performing well on assessments. They also bear a responsibility for improving the school overall both by their aforementioned individual investment and contributing through civic engagement, school council, volunteerism, engaging in extra-curricular activities, and other school-wide efforts.

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.

Palmer will partner with community organizations to help strengthen the partnership between home and school to increase student achievement. These topics could include: better parenting, stranger danger, on-line safety, etc.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$408.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00