



Giving Rise to College Graduates, Community Leaders, and Cultural Ambassadors.

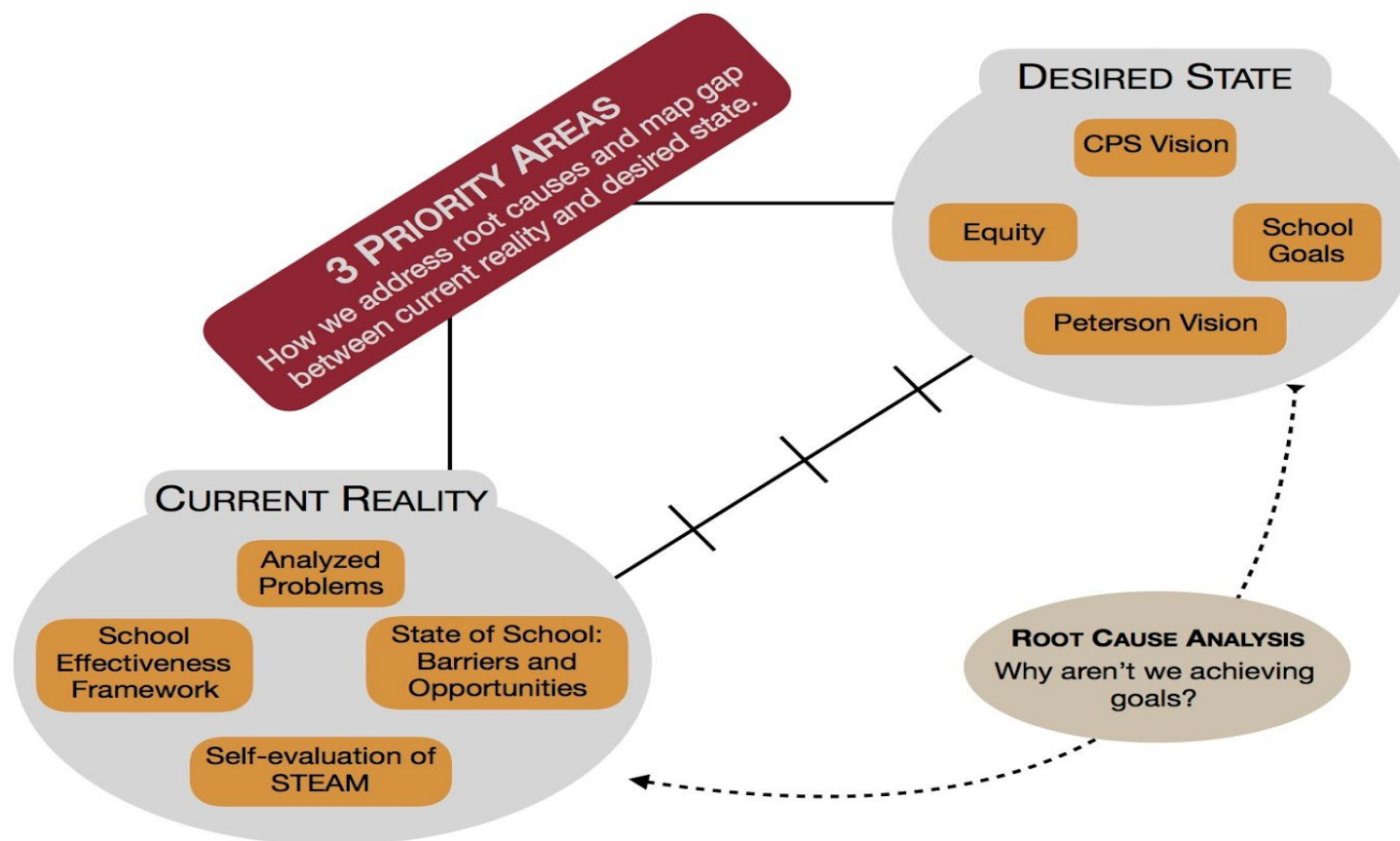
Collaboration. Courage. Critical Thinking. Empathy. Problem Solving. Perseverance. Self-Motivation.

Peterson Elementary School: CIWP Presentation

2020-2022



CONTINUOUS IMPROVEMENT WORK PLAN



School Excellence Framework Priorities

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

Theories of Action / Strategies

Strategy 1

If we do...	If we develop a working definition for healthy relationships across grade bands; give kids the opportunity to see models of repairing harm in healthy and restorative ways; give kids the opportunity to have a voice in constructing the models of healthy relationships, repairing harm, and practicing them; give kids the chance to identify school-wide issues and have a voice in solving them; and partner with parents on restorative justice,
Then we see...	then we will continue to build restorative practices, a restorative culture, and student voice at Peterson
which leads to...	which will result in a safe, welcoming environment and increased student voice as measured by: -5 Essentials (Increase Emotional Health of Students) -5 Essentials (Student Safety and Supportive Environment) -Student Voice Committees (3) -School Climate Standards Rating (Agree/Strongly Agree) -School Climate Assessment Student Version (Yes)
Tags	Student Voice, Engagement, and Civic Life, OSCPA: Social/Emotional Support, SSCE: Student Voice, SSCE: Student Voice CIWP

Action Steps:

Enlist kids in developing a common understanding of healthy relationships during SEL time in a developmentally appropriate way.
Ground healthy relationships in understanding of PAWS and school-wide values (compassion, collaboration, courage, etc) using kid-friendly terms.
Having SCC and related school-based teams organize working, student-incorporated definitions for healthy relationships to advisories.
Dedicate time for advisory teachers to plan lessons around healthy relationships, including observing, modeling, and practicing how to repair harm in healthy and restorative ways, including time to reflect on restorative conversation
Provide professional development for all staff (including new educators) and parents on restorative practices, including repairing harm in restorative ways.
Ensure that all paraprofessionals are trained in restorative practices and have the tools to implement those practices.
Create a survey that encapsulates our diverse population and partner with parents to complete the survey, highlighting and sharing cultural differences to ensure understanding around actions and behaviors.

Teachers provide opportunities (SEL lessons) for students to learn, engage, and share their culture to promote empathy and understanding.

Collaborate with outside SEL agencies (Umoja, Alternatives) to provide cultural competency learning for teachers and parents.

Encourage a robust group of students to participate in Student Voice Committee (with an emphasis on recruiting younger students) to encapsulate all voices within our building.

Communicate with parents the common meanings of the components of restorative practice, (including addressing ?consequences?) with an introduction to restorative practices during open house and monthly memos.

Collaborate with outside SEL agencies (Umoja, Alternatives) to establish parent SEL leads who will be trained in restorative justice and can work with other parents in using restorative practices.

Strategy 2

If we do...	If we provide professional development on mathematical best practices; norm around researched-based instructional practices in the math classroom as a grade-level team and amongst grade levels; provide dedicated time for vertical planning and peer observations; and intentionally develop teacher partnerships and trust across grade levels,
Then we see...	then we will have a vertically-aligned mathematics curriculum that includes rigorous tasks and meets the needs of all learners
which leads to...	which will result in growth and achievement at the 70th percentile or greater and improved teacher-to-teacher trust as measured by the 5 Essentials.
Tags	Relational Trust, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5), STE(A)M Schools: School Structures & Culture (SSS2), Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access

Action Steps:

Continue to establish lasting partnerships with math professional development organizations like MCMI (Metro Chicago Math Initiative) and University of Chicago to provide professional development for math teachers. Allocate resources (funding) to be able to fund these partnerships and professional development.
Engage in math professional development offered by Network 1 and CPS Math Department.
Determine what professional learning communities for math are available in Chicago, choose a best fit option for Peterson, and become involved.
Create intentional planning and meeting time for 4th-8th grade math teachers to collaborate to create rigorous tasks.
Teachers develop a deep understanding of students as mathematicians through dedicated planning time using curricular materials and data analysis.
Allocate planning time for teachers to plan for math curriculum and instruction, focusing on rigorous tasks and best practices including differentiation and small-group instruction.

Allocate planning time in SY20-21 and again in SY21-22 to have teams share and discuss what math students know and are able to do by the end of the year. Discuss with grade-level teams below; grade level teams above.

Establish what research-based instruction looks like at each grade level based on math practice standards and allocate time for determining look-fors for research-based mathematical instructional practices and allocate funding for sub-bucket so that teachers are able to participate in peer observations.

Create intentional PLCs amongst teachers, across grade bands, to share best practices and learn from one another.

Allocate funding for substitutes to have vertical planning days (ex: grades 3, 4, 5).

Develop norms for group meetings and peer observations so that all teachers feel respected and safe sharing their practice.

Continue to partner with families through PAC-led Math Night and create opportunities for families to feel comfortable and welcome in a math classroom.

Teachers and parents partner to investigate math practices and determine ways and spaces that the math practices can become integrated into home life, smaller ways to support efficacy with parents and students to use math.

Continue to communicate and share with families before and during a math unit what the unit entails and how parents can support at home.

Strategy 3

If we do...	If we continue to clarify what rigor is/is not; plan as grade-level teams and vertically, collaborating around researched-based best literacy practices; provide ongoing professional development around EL best practices for all disciplines; and intentionally plan for differentiation (students who are high achieving/students who are low achieving),
Then we see...	then we will have a rigorous curriculum and aligned, researched-based practices
which leads to...	which will result in in growth and achievement at the 70th percentile or greater and 50% or greater of students making sufficient annual progress on ACCESS.
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4)

Action Steps:

Providing specific planning time around: discussing and aligning characteristics of rigorous tasks; identifying what rigorous responses from students look like in grade levels (during GLMs) and grade bands (planning days) to vertically align expectations; compile examples of rigorous tasks and student responses to those tasks; developing rigorous tasks and practicing their implementation with students.
Allocate opportunities for teachers to observe and discuss rigorous tasks and what they look like in other schools to improve practice at Peterson, paired with outside planning time to incorporate learning into practice.
ILT leads learning cycles around rigorous tasks (problems of practice, addressing needs) at Peterson throughout the year.
Instructional coach(es) meet with K-8 ELA teachers to examine ELA scope and sequence to improve comprehensiveness and continuity in curriculum and identify skills needed to access material in reading, writing, speaking and listening.
ELPT and Instructional Coach(es) lead PD for all teachers around ELL best practices, including planning for differentiation and incorporating strategies into learning plans to support ELLs during BOY PD.
ELPT and Instructional Coach(es) to provide learning around the components of ELL instruction (WIDA Can Dos, English Language Standards) during BOY PD.

Allocate opportunities for teachers to observe TBE/ TPI programs in other schools to improve practice at Peterson.

Provide professional development for teachers to plan meaningful differentiation opportunities in both high- and low-achieving students, including a framework to work through skills within a text and creating an appropriate framework for challenging students.

Teachers model and ensure students understand the importance of vocabulary (what words mean and don't mean) and how that increases their understanding of concepts in texts across content areas- students will take ownership of this understanding.

Provide learning opportunities for parents to increase home literacy knowledge (reading with their child, asking comprehension questions, thinking around texts, etc.) in break out sessions during Literacy Night.

ELPT/ BAC delivers knowledge on how to establish home literacy knowledge and capture feedback from parents around ELLs (skills, English acquisition, challenges parents face being a partner in their students' education).

Strategy 4

If we do...	If we prioritize time for grade level teams to clearly define and articulate what being a grade level volunteer looks like; build teacher capacity to develop a family engagement plan that outlines goals, opportunities for parent participation, and ongoing communication; make personal connections with individual parents/families in a way that is meaningful and in their home language; thoughtfully communicate with families to see the link between family engagement, student attendance, and learning outcomes; and make a commitment to a continuous family partnership and shared responsibility and establish structures and systems to ensure these things,
Then we see...	then we will see an increase in parent engagement and involvement
which leads to...	which will result in a yearly average attendance of 96%; an increase to 70% of students being On Track; and increased teacher-parent trust as measured by the 5 Essentials.
Tags	FACE2: Parent Engagement, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: School Structures & Culture (SSS2), STE(A)M Schools: STE(A)M Career Pathways (SSS6)

Action Steps:

Allocate planning time during the summer for grade levels to outline their volunteer needs and how parents can support them, develop a parent engagement plan that includes quarterly goals, outreach opportunities for grade level families, and recruitment of volunteers.
Teachers will engage with classroom parents to refine this definition via volunteer events or back to school night.
Establish a clear go to person for volunteer opportunities (Point Person per grade bands or PTA).
Administrators and Parent Leadership will schedule volunteer recruitment days throughout the year and work with parent leadership groups to develop a clear plan for volunteer recruitment.
Provide educators professional development on best practices for parent engagement, work with teacher leaders to develop Peterson expectations, and monitor implementation.

Form a committee of various stakeholders including teachers, parent leaders, community members to re-imagine back to school night (and other school events) to ensure clear expectations/communication and alignment with our goals.
Teacher teams will Intentionally plan for times throughout the year for parents and teachers to engage in more personal relationship-building (a showcase of student work, etc.)
Work with FoP to secure a parent worker to lead parent engagement initiative, recruit parent volunteers, send frequent communication with parents in regards to volunteer opportunities.
Tech coordinator will create a volunteer page on our website that is updated frequently to support volunteers and communicate volunteer opportunities.
Identify a universal method of communication that allows parents to receive communication in different languages (Dojo).
Work with FACE, OLCE, to build the capacity of parents to take on leadership roles, fully understand their role, and communicate their importance to the school community.
Offer PAC workshops focused making clear the connection between parent participation and student outcomes
Volunteer coordinator collaborates with kindergarten teachers to target kinder parents and build their understanding of the impact of their voluntarism.