

Comprehensive Progress Report

Mission:

Palisades High School strives to empower students to grow into resilient, empathetic, life-long learners within a safe, inclusive and diverse community. We strive for excellence through a rigorous curriculum and relevant experiences. All stakeholders collaborate to develop our students into responsible, kind and community-minded leaders who are prepared and empowered to take well informed risks and make a positive impact on the world.

Vision:

Our vision at Palisades High School is to develop independent, confident critical thinkers with a skill set to adapt to the rapidly changing world as engaged citizens, by maximizing their potential and using the knowledge gained for life beyond high school.

Goals:

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 9.2% in SY2024-25 to 17.4% in SY2025-26.

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 81% in SY2024-25 to 90% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (EC & ML students), on Math 1 End of Course assessment will increase from 10.1%(EC) 15.8%(ML) in SY 2024-25 to 15%% (EC) 20%% (ML)in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 95% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

Guardrail 2 We will decrease the number of OSS incidents by 6%. The Administrative Team will review data from Educator's Handbook to assess the number of suspensions. The BMT staff will have caseload of students that are high flyers. The percent of OSS incidents will decrease from 16% in SY 2024-25 to 10% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The SIP Goal that is aligned to this indicator is: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 9.2% in SY2024-25 to 17.4% in SY2025-26. For this plan the Instructional Leadership Team monitored PLCs and used the walkthrough instrument successfully by monitoring rigor, engagement and standards alignment. This team implemented the walkthrough calendar and the classroom look-fors that were used by the instructional facilitators, assistant principals and dean.. Palisade's goal was to continue the walkthroughs/observations and Instructional Leadership Team meetings to determine teacher coaching needs and to have more walkthroughs and collect data for coaching. Teachers received prompt feedback from walkthroughs and it offered more opportunities for coaching. The teacher observations completed by the Administrative team were also a data point used to determine teacher need. One challenge is that some teachers did not buy into receiving the coaching and did not implement many of the instructional tools. During the 24-25 SY, our EVAAS growth was 8.36, Exceeded. This is the highest score we have had since we opened our building. In 24-25, behavior continued to improve as we had 43% less suspensions for the year. For 25-26, we expect the trend in reduced suspensions to continue to improve. During the 25-26 school, Palisades has the opportunity to continue to continue to improve teacher practices by providing PD and expectations regarding academic monitoring. We have also ensured that all EC and ML co-teachers have specific curriculum aligned planning expectations that will ensure that EC and ML students are receiving targeted instruction daily. An additional opportunity is the fact that all members of the Math 1 team have remained in their role since the 23-24.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>Leadership is key to the successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing a Multi-Tiered System of Support (MTSS) and improving outcomes for students. To do this successfully leaders engage staff in ongoing professional development, plan strategically, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff has the data needed for databased problem-solving to guide instruction.</p> <p>Data sources may include, but are not limited to:</p> <ul style="list-style-type: none"> • Classroom walkthrough data • Staff, student, and family survey data • Student outcome data • Fidelity tools • Evaluation data <p>The data supporting these actions will be positive INSIGHT survey data, EVASS data will EXCEED growth, 95% of students will transition to the next grade or graduate and there will be a reduction in referrals.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>8/6/24</p>	<p>The leadership team will be observing and monitoring at least one assigned PLC a week, use the PLC tracker to ensure that the pacing calendar document, focused lesson plan document, and the Puma tracker student data document. Team will review Math 1, Biology, and English to analyze and implement strategies that will improve instruction. (Goal 3, Guardrail 1)</p>		<p>Alysse Pearson</p>	<p>01/23/2026</p>

Notes: 06-2025 - ILT restructure for upcoming SY25-26 to provide more consistency in assessing current state of curriculum implementation. Target date extended. Assistant Principal Pearson assigned.
9-2024 Puma Tracker implemented for teachers to enter data

10-2024 Leadership Team meeting monitoring PLC folders for focused lesson plans and student data.

11-2024 Leadership team continue to use the PLC tracker to monitor teacher challenge points.

12-2024 Leadership team is reviewing data to implement strategies where needed.

8/6/24 The principal will develop a walkthrough calendar with weekly look-fors to assess the current state of curriculum implementation, Capturing Kids Hearts, tiered interventions, and classroom management. (Aligns to Goal 3, Guardrail 3, FAM-S 29).

Tamarla Adams

01/23/2026

Notes: 06-2025 - ILT restructure for upcoming SY25-26 to provide more consistency in assessing current state of curriculum implementation. Target date extended

8-2024 Walkthrough calendar created with Leadership Team.

9-2024 Leadership Team meets weekly to discuss walkthrough data and discuss next steps for teachers needing support.

10-2024 Instructional Staff receive continued support, from trained staff, on Capturing Kids Hearts.

11-2024 Weekly Leadership Team meetings continued to discuss teachers and next steps.

12-2024 Walkthrough data is used for teacher observations to discuss standards and where there is room for growth.

8/6/24	The leadership team will use the PHS walkthrough instrument and the state evaluation instrument to monitor rigor, engagement and standards alignment in classrooms in an effort to prescribe necessary coaching and teacher feedback. (Goal 2, FAM-S 29)		Nathalie Collis	06/10/2026
<p><i>Notes:</i> All teachers will be evaluated at least 3 times a year unless they are on an abbreviated schedule</p> <p>10-2024 - Leadership is using the walkthrough instrument to evaluate teaching and learning.</p> <p>11-2024 - Leadership team discuss concerns shared from teacher observations and walkthrough data</p> <p>06-2025 - ILT restructure for upcoming SY25-26 to provide more consistency in assessing current state of curriculum implementation. Target date extended. Facilitator Nathalie Collis Assigned.</p>				
9/19/25	Principal will monitor the coaching and feedback plans with Assistant Principals and discuss master teachers and discuss a plan for teachers that need specific coaching needs by reviewing the Individual Instructional Review.		Alysse Pearson	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The SIP goal aligned to this indicator is: The percent of students scoring Grade Level Proficient (GLP), (EC & ML students), on Math 1 End of Course assessment will increase from 10.1% (EC) 15.8% (ML) in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

In the 24-25 school year, Palisades High School's goal continued to develop both school-wide interventions as well as classroom-specific interventions that will be communicated with those teachers. Palisades High School implemented a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Palisades High School MTSS Team evaluated instructional material to ensure students are receiving equitable instruction to meet their instructional and social emotional needs. The team was successful collecting and aggregating the data from Navigator Portal and Branching Minds to review student needs. The team was able to identify on the D/F report and attendance report through Navigator Portal. Our focus was solely on identifying the students and developing the necessary interventions to support in 2 specific areas, Math I and attendance. Tier 3 interventions were implemented first and tier 2 interventions were developed.

Interventions implemented were Thursday homeroom for an hour for Math I students and they used iReady Platform and Khan Academy. The Math Teachers, during homeroom, were able to refer students that needed the instructional support. Students that needed attendance support were identified in SSPLC on a biweekly basis. Teacher PLCs were identified as successful or needed more support. The challenge experienced was successfully implementing our attendance plan so that it is done with fidelity and improving attendance outcomes. We also experienced a change in the assistant principal role that oversees student services as well as vacancies in this department which did not allow us to create continuity. Opportunities for this year include refining our tiered intervention systems for both attendance and Math 1. This includes regularly monitoring data for all students involved in these programs so that we may determine the students that have moved off of MTSS plans.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>Through our MTSS process we are able to support through, "Review instructional materials to ensure authentic connections to social and emotional learning and supplement as needed; adapt lesson planning templates or other artifacts that guide instruction and pedagogical decisions to provide opportunities to embed social and emotional development explicitly within academic instruction." as identified in the Wise Ways document. When we implement these strategies we will create a strong-student centered culture where all student's needs are attended to. Our classrooms will provide equitable learning outcomes for all students which will be reflected in a positive school culture that consists of positive student-teacher relationships and positive student relationships. PLCs will be highly effective and rooted in discussion around student outcomes and rigorous learning opportunities. The quantitative and qualitative data that will reflect this will be EVAAS data that reflects growth, positive insight survey data, panorama data, high retention of instructional staff, and multiple community partnerships. The qualitative and quantitative data that will reflect our efforts will include a reduction of suspensions, especially for black and brown children, positive Panorama data, 95% or more of our students being promoted or graduating and Palisades High School Exceeding Growth on our end of course assessments.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/5/24</p>	<p>The MTSS team (Counselors, Social Worker, Assistant Principal/Dean, BMT, MTSS facilitator, Academic Facilitator) will meet twice monthly to review student data concerning GSI, EWI indicator, Attendance report, D/F reports and PLCs with high failures to identify Tier 2 and Tier 3 students. (Goal 4, FAMS 3)</p>		<p>Matthew Merrill</p>	<p>01/23/2026</p>
<p><i>Notes:</i> 10-2024 MTSS Testing during 2nd block for specific students</p> <p>06-2025 - Assistant Principal Mr. Merrill taking lead of Student Services PLC. Weekly meetings scheduled with bi-monthly attendance focus to track chronically absent students and attendance violators. MTSS being worked into weekly/monthly ILT meetings</p>				
<p>8/5/24</p>	<p>The MTSS team (Counselors, Social Worker, Assistant Principal/Dean, BMT, EC facilitator, Academic Facilitator) will meet bi-weekly to determine actions and interventions for Tier 2 and Tier 3 students to identify deliverables that will be incorporated prior to our next MTSS meeting. (Goal 4 FAM S-3).</p>		<p>Tracy Forst</p>	<p>06/10/2026</p>

Notes: 1- 21- 25 Current MTSS Data

9-19-24 Student MTSS Testing

Team continues to meet weekly to discuss Tier 3

06-2025 - Facilitator Ms. Forst will continue to utilize Homeroom/SEL time to provide Tier 2 / Tier 3 supports for students behind grade level in Math and English

8/5/24 The MTSS team will meet monthly to provide PLCs with support to evaluate student data, identify students who are not making progress in specific content areas, and determine specific interventions. (Goal 4, FAM- S3)

Tracy Forst

06/10/2026

Notes: 1-21-25 MTSS continues to meet monthly and review current student data.

06-2025 - Revamped ILT will discuss students within weekly/monthly agenda

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The SIP goal that aligns with this indicator: We will provide a duty-free instructional planning time for every teacher under G.S.1165C-105.27 and -301.1, to provide an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.

In the 24-25 school year, Palisades High School's SIP goal for Math I is the percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- in Math 1 (grades 9-12) will increase from 9.2% to 12%. We have not gathered any MVPA data at this time. Our GLP for this school year is 35%.

To reach this specific goal the Instructional Leadership Team will use a walk-through instrument and the state teacher evaluation instruction, and meet twice a week to discuss pluses and deltas for all content area PLCs. The team was successful in creating the calendar for Instructional Leadership Team (ILT) meetings to discuss the teacher walk-throughs and monitor proficiency in regards to standards alignment and rigor. The ILT observed and monitored at least one assigned PLC a week to ensure that the pacing calendar document, focused lesson plan document, and the Puma tracker student data document were being effectively utilized. ILT also meets twice a week to determine coaching needs of specific teachers. The challenges we faced for the 24-25 school year include serving the needs of our EC students in our Math 1 classes. When looking at our EOC data, these students scored between 7% lower than their peers. Walkthrough data has shown that we need to ensure that teacher and co-teacher discretionary moves are intentional to meet the needs of these students. Challenges for 25-26 will be similar. As a result, we have identified the following opportunities to ensure that we are improving outcomes for these two subgroups (ML and EC). We are currently reviewing the assignments of our ML co-teachers to ensure that we are matching the strengths of our staff with their assignment. We have also provided EC and ML co-teachers with specific templates that they must fill out weekly to ensure that their students are receiving targeted interventions daily. The teacher of record and co-teacher should be meeting at least once a week to review these plans. We have also assigned teaching loads to ensure that PLC time is optimally utilized to discuss teaching strategies and practices that will serve the needs of both ML and EC students.

Limited Development
07/25/2024

<p>How it will look when fully met:</p>	<p>The key characteristics identified from the Wise Ways document is "Instructional teams must work together to co-design standards-aligned units of instruction, and collaboratively develop or identify high quality instructional materials for each learning activity to support student attainment of learning objectives. " Our classrooms will provide equitable learning outcomes for all students which will be reflected in a positive school culture that consists of positive student-teacher relationships and positive student relationships. PLCs will be highly effective and rooted in discussion around student outcomes and rigorous learning opportunities. What will quantitative and qualitative data look like in two years if you have fully implemented this indicator? The quantitative and qualitative data that will reflect this will be EVAAS data showing academic growth, positive- trends in insight survey data, panorama data showing high levels of student efficacy, high retention of instructional staff, and multiple community partnerships.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 4 (0%)</p>		
<p>7/25/24</p>	<p>Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)</p>		<p>Alyse Pearson</p>	<p>01/23/2026</p>
<p><i>Notes:</i> 2-2025 Team will use walkthrough data to ensure teachers are doing what is on their focused lesson plans and to evaluate if teachers are implementing small group instruction.</p> <p>12-2024 Data is viewed by Administrators to assist with teacher observations.</p> <p>10-2024 Walkthrough instrument used to monitor teachers to ensure they are teaching standards.</p> <p>06-2025 - Revamped ILT will focus on PLC and Instruction to monitor teacher proficiency in regards to standard alignment and rigor</p>				
<p>9/12/25</p>	<p>Provide duty-free instructional planning time for every teacher to provide an average of at least five hours of planning time per week.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				

7/25/24	PLCs will use the Puma Data Tracker to plan the flexible grouping plans after benchmarks. (Goal 3, Guardrail 1, FAMS-29)		Erica boehm	06/10/2026
<p><i>Notes:</i> 1-21-25 Data Tracker used during PLCs. New Teachers are getting support on using the tracker for next steps.</p> <p>06-2025 - Data Tracker still be implemented with fidelity within PLC's. ILT will continue to focus on this process.</p>				
8/6/24	The Administrative Team, along with the Leadership Team, will develop and execute data analysis protocol for core content PLCS to analyze and review attendance, behavior, and common assessment data. (Goal 1, FAM- S 29)		Erik Olejarczyk	06/15/2026
<p><i>Notes:</i> 11-2024 Weekly the teams meet to deliver observed PLCs.</p> <p>10-2024 Administrative and Leadership Team meet to discuss observed PLCs.</p> <p>06-2025 - Singleton and Elective classes being included for data analysis</p>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The SIP goal that aligns with this indicator: The percent of rising 12th-grade students on track to graduate from high school enrolled, enlisted or employed will increase from 81% in SY2024-25 to 90% in SY2025-26.

For 24-25, our graduation rate dropped from 85%-81%. Challenges we experience including missing document for students that transferred out, having 4 data managers since we opened our school, consistent transition in our student services department and transitioning between assistant principals who lead the student services department. Opportunities for 25-26 include stable leadership at the assistant principal position that oversees student services, bi-weekly GSI at-risk check-ins at student services meeting and the creation of a CGR team which will be composed of the social worker, attendance secretary and student services secretary. We will continue to run our quarterly GSI audit. These quarterly audits assisted in monitoring the students, their CTE pathway, student behavior and attendance. We were successful in identifying the students and strategizing the communications and communication with our staff. Mr. Olejarczyk will meet with the SS assistant principal on a bi-weekly basis to monitor, measure and provide feedback on his implementation efforts for students services and GSI.

Limited Development
09/09/2022

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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The systems and processes that have been established will support, "Schools at all levels must develop, implement, and evaluate explicit and intentional plans that describe their approach to fostering students' grade-to-grade, as well as level-to-level transitions" as outlined by the Wise Ways document. Palisades High School will be both a model and an exemplar for not only CMS schools but also schools nationally. We will have developed systems and operations that ensure that no students fall through the cracks. This will include comprehensive support and monitoring processes that will ensure the success of all students. 95% of our students will consistently transition from grade to grade and or graduate. Over 85% of our students will receive industry credentials.</p>			Erik Olejarczyk	06/15/2026
Actions			1 of 4 (25%)		
9/24/24	Palisades participates in the summer programs for rising 9th graders to support their entry and transition to high school.		Complete 06/25/2025	Tamarla Adams	06/10/2025
<i>Notes:</i>					
8/8/23	In preparation for the ACT, the leadership team, in conjunction with student services, will facilitate both a parent information session and student information session in January in an effort to prepare students for the assessment. (Goal 2)			Kristen Zabalavicius	01/23/2026
<i>Notes:</i> 10-16-2024 PSAT Testing					
10-2-2024 PSAT Staff Training					
8-8-2024 Team will develop plan for January 2025.					
06-2025 - Team will continue to work towards full implementation					
8/8/23	At the beginning of the first and second semesters, the student service department will review all student schedules to ensure that they are scheduled appropriately to graduate on time, that they are scheduled to complete a CTE pathway and they are scheduled to increase access to honors and college level courses. (Goal 3)			Matthew Merrill	01/23/2026

Notes: 11-2024 Registration began for the upcoming school year.

10-2024 Registration planning begin for the 25-26 SY with CTE Pathways in mind.

Archived

5-21-2024 Team completed this action step successfully.

3-19-24 Registration has began and counselors are ensuring, with CTE department, students are on a pathway and continue with appropriate courses.

8-8-2023 After the beginning of the school year and after student schedules are completed, the department will review students and their CTE pathway.

06-2025 - Mr. Merrill will lead GSI with SSPLC

8/8/23 Once a quarter, the student service department will meet to audit all students' progress toward graduation including Cambridge Students, progress towards completion of endorsements in alignment with our CTE pathways, to ensure graduation and review attendance data to identify students at risk. (Goal 4)

Matthew Merrill

06/10/2026

Notes: 12-2024 - Student Services continue to meet and identify students at risk and develop plans on how to support each student.

8-8-2024 Student Services will be working with the CTE Dept. to collect the data and identify students at risk.

06-2025 - Mr. Merrill will lead SSPLC in quarterly GST

Implementation:

06/20/2024

Evidence

6/26/2023 Evidence of this can be found in meeting notes and agendas.

Experience

6/26/2023 Over the course of this year we have been very reflective in reviewing our campus intentionally. We have gathered data through surveys, observations, and committee work. This data is currently informing changes to our practices and policies.

Sustainability

6/26/2023 Administration will be meeting over the summer to update policies and practices for the 23-24 school year. All of these changes will be shared with our staff in August.

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP Goal aligned to this indicator is: We will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.</p> <p>We will monitor our Out-of-School Suspension (OSS) data utilizing 2023-2024 as baseline year SY 2023-24 for any disproportionality. 2023-2024, was the first year that we had all 4 grade levels. During that year we had 631 occurrences of out of school suspension. During the 2024-2025 school year, our total number of suspensions was 357 occurrences. This was a 44 % drop from 23-24. The plan for the 25-26 school year was to reduce total out of school suspensions to 300. Challenges that may exist include disparities in teachers upholding PHS expectations and CMS code of conduct, disparities in administrators facilitating discipline, and onboarding rising 9th graders to understand our expectations and how they differ from our feeder schools. Alternative to suspensions that we will continue to implement include lunch detention, after-school detention, in-school suspension that included social emotional assignments in the ISS room with staff support. School counselors will facilitate schedule changes to assist in school safety. In the 25-26 SY, we have the opportunity to modify our BMT's caseload by grade level for students that exhibit repeated behavior. We will contact our district restorative staff, when needed to facilitate restorative conversations with students and families. We will also continue to use MTSS systems and protocols highlighted in other sections.</p>	Limited Development 07/25/2024		

<p>How it will look when fully met:</p>	<p>Through our MTSS process we are able to support through, "Review instructional materials to ensure authentic connections to social and emotional learning and supplement as needed; adapt lesson planning templates or other artifacts that guide instruction and pedagogical decisions to provide opportunities to embed social and emotional development explicitly within academic instruction." as identified in the Wise Ways document. When we implement these strategies we will create a strong-student centered culture where all student's needs are attended to. All students will have a trusted adult in their building and will feel comfortable coming to staff if they are in need. Through our processes, we will be preemptive and intentional in providing support to all students. This will occur in all interactions during the day as well as during our 3rd block SEL session. The qualitative and quantitative data that will reflect our efforts will include a reduction of suspensions, especially for black and brown children, positive Panorama data, 95% or more of our students being promoted or graduating and Palisades High School Exceeding Growth on our end of course assessments.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>9/19/25</p>	<p>Provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>9/26/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher daily.</p>		<p>Erik Olejarczyk</p>	<p>06/10/2026</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>The school leadership team will provide teacher PD, student assemblies, and explicit instruction within the first two weeks to communicate consistent expectations around school-wide behavior. (Guardrail 1, FAM-S 30)</p>		<p>Erik Olejarczyk</p>	<p>06/15/2026</p>
<p><i>Notes:</i> 09-26-2025 Instructions and new year implementations to the new school year was provided for all staff August 2025.</p> <p>09-26-25 All Grade Level Assemblies were completed the second week of the new 25-26 SY.</p> <p>1-21-25 Student assemblies were completed. Students were also called for the Student Title IX Training.</p>				

8/6/24	The Administrative Team will execute a tiered attendance plan to decrease our number of chronically absent students by 30% and will develop specific strategies to address specific student absences. (17.26% chronically absent) from 2022-2023.(Guardrail 1 and 3).		Erik Olejarczyk	06/15/2026
<i>Notes:</i> 12-2024 School Social Worker is doing home visits to chronically absent students.				
8/6/24	The school leadership team will provide professional development and 4 week lesson materials during monthly staff meetings for the implementation of weekly execution of Capturing Kids Hearts to enhance the school culture. (Guardrail 1, and Guardrail 4). (Guardrail 3, FAM-S 31)		Tamarla Adams	06/26/2026
<i>Notes:</i> 11-2024 Teachers participated in a demonstration of a Capturing Kids Hearts practice to get full class engagement. 9-2024 Teachers received training and material to present Capturing Kids Hearts and tools to create relationships and conversation leads.				

Core Function:		Domain 4: Culture Shift				
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals				
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

In the 2025-2026 school year, over 2,380 notifications were sent to our community with 2380 families, 94% of our families were contactable through this platform. 77% of our families chose to receive emails whereas 97% chose to receive text. Overall, this method in conjunction with social media was very efficient at providing our families with the necessary information that they need to be knowledgeable about school activities and functions. There were 1702 of parents that used the app with 52% receiving the notifications. One of the challenges we experienced included 209 family records that needed to be corrected. In addition, some families chose not to read messages. Also, a challenge we had is 0% volunteers from the community to support school need. Additional challenges included utilizing our PTSA and SIT meetings to drive opportunities for feedback, growth and change. These meetings were structured strictly through a compliance lens and did not lend themselves to discussing large-scale opportunities. Opportunities for next year include ensuring that all families are both familiar and comfortable with the platform. We will also be more intentional in providing the PTA and SIT space to provide feedback on growth opportunities as well as giving them the opportunity to be a part of the decision making process.

Limited Development
08/06/2024

How it will look when fully met:	As stated in the Wise Ways document, "First, school leaders and teachers can enhance the efficacy of parental involvement by offering advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes.", we have already involved parents in many key decisions for our school. We will continue to include parents in decisions through our parent-led organizations. Our school will have multiple parent volunteers, parent leads organizations that enrich our community, and a positive school climate. The quantitative and qualitative data will show through parental involvement surveys, PTSA and Booster memberships, and positive feedback provided by the community.		Erik Olejarczyk	06/10/2026
Actions		0 of 3 (0%)		
8/6/24	Leadership Team will facilitate weekly communication to the community through ParentSquare, as well as Facebook, Instagram and our website highlighting important dates and events in an effort to improve communication to families and students. (Guardrail 1, Goal 3, FAMS 3).		Erik Olejarczyk	01/23/2026
<p><i>Notes:</i> 1-21-2025 Parents continue to receive weekly communication through ParentSquare with updates and important information for PHS.</p> <p>11-2024 Parents continue to receive weekly communication through ParentSquare and other online resources to give important dates and information in relation to school culture, expectations, and events.</p> <p>06-2025 - Parent Square and Website heavily utilized. Need to evaluate Facebook and Instagram</p>				
8/6/24	The Leadership Team will facilitate two orientation sessions before school starts to acclimate new students to Palisades expectations and operations (Goal 3, Guardrail 1, Guardrail 2).		Erik Olejarczyk	06/01/2026
<i>Notes:</i>				
9/24/24	Families will be informed about academic sessions for Cambridge and other EOC curriculum and academic supports through teacher Parent Square messages and the weekly parent messages.		Erik Olejarczyk	06/10/2026

Notes: 1-21-2025 PHS Cambridge night Data: Nov. 4th - 3 parents - two sessions, 10:00-12:00 and 2:30-4:30.

On Rising 10th-12th night I had about 20 parents/students in my session. Time was 6:00-8:00pm.