Joseph Jungman Elementary School (/school-plans/234) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/07/2016	S. Luzzi, J. Martinez	PD on CIWP tool

Date	Participants	Topic
01/15/2016	S. Luzzi, R. Prado, W. Vahey, E. Viramontes, C. Valenciana, F. Izzi, S. Rosenbaum	CPS School Excellence Framework-Reflection of Culture and Structure for Continuous Improvement
01/22/2016	S. Luzzi, R. Prado, W. Vahey, E. Viramontes, C. Valenciana, F. Izzi, S. Rosenbaum	CPS School Excellence Framework-Reflection of Depth and Breadth of Student Learning
01/29/2016	Cynthia Valenciana, Stephanie Rosenbaum, Sue Luzzi, Frances Izzi, Ramiro Prado, William Gentile, Elisa Viramontes, Wendy Vahey, Jeanne Rivera, Emily Hecht,	CPS School Excellence Framework-Finish reflection of the Depth and Breadth of Student Learning; Begin reflection of Depth and Breadth of Quality Teaching
02/05/2016	Cynthia Valenciana, Stephanie Rosenbaum, Sue Luzzi, Frances Izzi, Ramiro Prado, William Gentile, Elisa Viramontes	CPS School Excellence Framework
02/03/2016	Laura Alonzo, Martha Ramirez, Paula Ventura,	Parent CIWP Meeting-9:15 am
02/04/2016	BAC/PAC Sign in	BAC/PAC Meeting
02/10/2016	Martha Ramirez, Maricela Martinez, Sandra Quintana, Betty Munoz, Paula Ventura	Parent CIWP Meeting-9:15 am
02/17/2016	Martha Ramirez, Nelly Samano, Aida Cruz, Brito G.	Parent CIWP Meeting-4:15
02/24/2016	Martha Ramirez	Parent CIWP Meeting-4:15
02/12/2016	Cynthia Valenciana, Stephanie Rosenbaum, Frances Izzi, Ramiro Prado, William Gentile, Elisa Viramontes, Wendy Vahey, Jeanne Rivera, Emily Hecht,	CPS School Excellence Framework
02/19/2016	Cynthia Valenciana, Frances Izzi, Ramiro Prado, Wendy Vahey, Jeanne Rivera, Emily Hecht, Sue Luzzi	CPS School Excellence Framework
03/04/2016	Cynthia Valenciana, Frances Izzi, Ramiro Prado, Wendy Vahey, Jeanne Rivera, Emily Hecht, Sue Luzzi	Crafting our Vision
03/11/2016	Cynthia Valenciana, Frances Izzi, Ramiro Prado, Wendy Vahey, Sue Luzzi	Identifying our Priorities
03/18/2016	Cynthia Valenciana, Frances Izzi, Ramiro Prado, Wendy Vahey, Sue Luzzi, Stephanie Rosenbaum, Elisa Viramontes, Emily Hecht, Michelle Dluzak,	Creating our Strategic Goals and Action Steps
04/04/2016	Cynthiah Valenciana, Sue Luzzi, Minerva Garcia-Sanches, Jacare Thomas, William Johnson	Presenting our CIWP for feedback
04/14/2016	LSC Sign-in	Presenting our CIWP for LSC feedback and approval
03/08/2016	Ramiro Prado, Maria Benitez, Sue Luzzi, Erika Washington, Martina Padilla, Martha Ramirez, Maricela Martinez, Conception Valladares, Nelly Samano	LSC Meeting-Presenting and getting feedback on Vision

School Excellence Framework

Culture of & Structure for Continuous Improvement

Leadership & Collective Responsibility:

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

At Jungman, we value each and every student. The phrase, ALL STUDENTS, for us really embodies our entire student population regardless of race, socio-economic status, preferred language, and abilities. Our work always prioritizes exceptional teaching and challenging learning and we pride ourselves on setting very ambitious goals for students. The faculty implements research based teaching methodologies such as the Gradual Release of Responsibility from Dr. Douglas Fisher and Nancy Frey and are intensely focusing on how we build academic language with Aida Wauki's Disciplined Language and Literacy. In the previous CIWP, the entire staff worked tirelessly to craft a shared Vision and Mission for Jungman that helped to drive the work that we do.

In our 5 E's survey results from the 2015 School Year, there is an increase of 40 points in the Effective Leaders category, going from a 17 in School Year 14 to a 57 in School Year 15. In the Collaborative Teachers category, there was 5 point increase from School Year 14 to School Year 15, but there were large gains with using data to make instructional decisions.

Moving forward, the CIWP team recognizes the need to empower more stakeholders in the revision of the Vision and Mission statements and be more proactive about including these statements throughout the school and in all we do. There is also a need to develop a clear and articulated flowchart of responsibilities for staff and parents.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

The ILT at Jungman is a very dynamic group that is representative of key content areas and specialized instruction. The ILT has been key in crafting our Theory of Action focusing on 3 areas of improvement and owns the work of our school improvement. The ILT regularly meets, uses data, protocols and probing questions to evaluate our plans and think of ways to improve outcomes for students.

In our 5 E's survey results from the 2015 School year, Collaborative Teachers is high with regards to using data, but low in regards to using peer visits to improve practice.

Moving forward, our ILT has found that we are doing most of the key parts of continuous improvement cycles, but need to improve and be more deliberate with peer visits, systematic ways to track data and make break the relevant data into subgroups

Moving forward, the Cycles of Continuous Improvement and the tracking mechanism that is used for the cycle work needs to be tighter and the entire school staff needs to better identify the buckets of work as it relates to the cycles.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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

1 2 **3** 4

Professional learning at Jungman includes prioritized learning that is based on the ILT recommendations and best practices in education. Structured time to collaborate and time for teachers to receive support to implement the new learning happens weekly and with varying intensity, based on staff needs. We have a collection of PD agendas, that highlight our work around best strategies for English Language Learners, Literacy, Math, Science and Social Emotional Learning. In addition, teachers receive feedback through evaluations as well as through Gradual Release of Responsibility walks.

Teachers are given structured time weekly to meet, analyze data and plan instruction aligned to units that are created ahead of a quarter that are aligned to a curriculum map developed/tweaked at the beginning of the year. When new learning occurs through professional development, time is made for teachers to peer visit and practice the new strategies. Quarterly, teachers visit classrooms using our Gradual Release of Responsibility tool to gather data and help direct additional supports.

Moving forward, we need to find efficient ways to allow for more peer visits. We also need to think through a formal induction process on the Jungman expectations for teaching and learning for teachers new to Jungman, new to Jungman and new to teaching as well as on-boarding for school support personnel.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   3   **4**

Our school schedules are done to ensure that instructional time is maximized for all students and that supports are in place for students required Special Education services. Teacher teams are balanced with respects to expertise and there is thoughtful planning as to supports that are included into each of those teams. Resources are aligned to the CIWP, which was created by stakeholders, and the resources and their impact are evaluated by the ILT to gauge the successes/challenges with implementation. Through constant conversations with teachers inside and outside of Jungman as well as with our most recent retirees, we have addressed working conditions and worked hard to create a friendly environment that is focused on results.

Processes have been established and streamlined to execute more efficient ways to order, collect funds and submit proposals for materials. These processes are regimented and included in a staff handbook that outlines how we handle and evaluate resources.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

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

> The curriculum work at Jungman follows the Universal Design for Learning process. Teachers collaborate and craft a curriculum map that lays out the scope and sequence of standards for the school year and rely on the CPS Content Frameworks as a resource. Once the standards are laid out, teachers begin the work of chunking the standards, determining assessments and then identifying topics, tasks and texts that are relevant for the standards. As part of their unit design, teachers establish weekly learning targets that are back mapped to the summative assessments. These learning targets serve as weekly benchmarks, which have corresponding teacher created formative assessments, that teacher use to create a path towards student success on the summative assessments.
>
> There is an emphasis in reading to balance fiction and non-fiction as well as a literacy focus in all content areas, ensuring that students see how reading, writing, listening, and speaking are critical skills in all facets of learning and life. Teachers collaborate to identify tasks that are relevant for all learners and through our work with QTEL, we have expectations that staff integrate teaching strategies that build students knowledge, understanding and usage of academic language. For students who are considered EL's or transitioning EL's, text and text support is available in native language as well as a full leveled MONDO bookroom that contains the same texts in English and Spanish from A to Z. To enhance our curriclum, extend student learning, build background knowledge and offer real world application of skills Jungman students at various grades participate in programs such as: Readers Theatre, Neighborhood Naturalist, Small Bites, Cooking Classes, Coffee Shops, Museum Boxes, Elevarte, Junior Achievement as well as go on many field trips to help put into context some of the abstract topics they are studying.
>
> Moving forward there are areas where we can improve vertical alignment of standards and topics, increase our programming for accelerated students and better integrate learning across content areas so that students are studying coordinated big ideas in depth.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3hneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   **3**   4

Instructional materials are aligned to the curricular frameworks developed by teachers and meet the expectations of the standards. The resources used are vetted against the standards, adhering to protocols that have been used across the country that help to identify high quality resources (EQUIP). Further, as teachers develop their units, resources are gathered and/or ordered if need be in an timely manner. It is an expectation that materials needed for the upcoming quarter are in the building before the quarter begins.

Materials take into account diverse learners. There is a leveled library in each room that has fiction and non-fiction books in English and Spanish as well as a leveled book room that has several copies of the same text in both English and Spanish. Teachers have access to online materials for math for their students that have the lesson materials in Spanish. Collaboration time is given for teachers to also collaborate around tasks and assessments to ensure that there is accessibility to all students.

Teachers introduce tools to support student learning with the expectation that the students develop independence and leverage these tools independently when needed. An example of this may be a multiplication chart, graphic organizer, sensory item, tablet/computer, etc.

Moving forward, there is a need to identify more multimedia supports to enhance lessons and allow for more student learning modalities to be addressed in lessons. In addition, there is also a need to include more student choice in the instructional materials as part of the learning experience and open the doors for more opportunities for enrichment.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Materials connect subject area content to real life applications.
    - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
        - Students make choices about instructional materials as part of learning.
        - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
        - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> Our mission for the past 2 years clearly laid out the commitment of the Jungman community to expect and believe that all students can learn. As part of that and through our work with Common Core and Next Generation Science Standards, the curricular expectations for students significantly increased as well as the supports to help students get to those expectations. Some of these supports include needs based reading and math before school programs, dedicated intervetion time, adopting a more inclusive educational model, etc. By using the shifts in literacy and math to help craft meaningful tasks and assessments, the cognitive demand and depth of knowledge now required for students has dramatically increased. In our 5 E's survey results, students reported feeling

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
    - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
    - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
    - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
    - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
    - Tasks are Integrative to draw on multiple standards.
    - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students,

to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

> Students have awareness to professional and academic worlds beyond Jungman through partnerships with universities, Student Ambassador programs, Junior Achievement, Common Threads and the museums. In addition, the 8th grade students explore High School life before leaving Jungman by going to our local High School for a day.
>
> At the end of the year, teachers have vertical meetings to review the strengths and challenges of the class and then share with the next teacher individual student strengths, challenges and key things about their life and family to keep in mind.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> Teachers have been trained and with strategic coaching have honed their skills in research based approaches to learning that include: Fisher and Frey's Gradual Release of Responsibility, Fountas and Pinnel's Balanced Literacy, Aida Walqui's Quality Teaching for English Learners, and Harvard's research on Universal Design for Learning. Through clear expectations set out by the ILT, teachers know what is expected in terms of student discouse.
>
> Through weekly teacher team collaboration meetings, teachers analyze their student's formative assessment and look for trends that help to determine any misunderstandings or additional student support that may be needed for students in the upcoming week
>
> Moving forward, we need to better our understanding and implementation of UDL principles across all disciplines

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

Through extensive work that included developing a scope and sequence, units of study, weekly lesson planning, analysis of student work and quality reviews on assessments, as well as with the professional learning of key strategies to support all learners, teachers have developed a learning environment that is dynamic, based on standards and student need and inclusive.

After analyzing data, programs are developed focused on growth and attainment and those programs are adjustable based on data and student need.

Moving forward, we need to develop and refine a very systematic way that tier 2 and 3 supports are identified, provided and monitored. There is a need to develop supports for students above the 75th percentile as well as develop programs for students below the 20th percentile. There also needs to be a better data management system that helps to identify and track students for academics and behavior.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.

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

Evidence, Measures, and Standards

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Our assessments are valued pieces of information about our students. As such, there is an emphasis on using protocols for data analysis and action planning around the gamete of assessments we give.

As part of our core instruction, summative assessments are given towards the end of the quarter to gauge students success on the selected standards. Weekly, teachers create formative assessments to measure the weekly learning target and analyze the student work from those assessments during teacher team meetings. Every student is administered a reading fluency and comprehension assessment (BAS-Benchmark Assessment System) 4 times per year that shows their progress on a continuum for literacy learning.

We also use information gathered from NWEA in reading (3-8) and math (K-8) to help group and identify skills students master as well as still need to master. Assessments such as PARCC, DLM and ACCESS provide us insight into how our curriculum and instructional program is working overall as well as allows us to see individual student attainment and growth.

Moving forward, there needs to be better progress monitoring protocols and routines that the ILT team or intervention team would monitor for fidelity of implementation.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1   **2**   3   4

fundamental cause of student achievement, and are invested in student outcomes.

> Jungman's mission establishes the high expectations for students to grow and develop into well rounded students. Teacher's through their planning and instruction deliver high quality curriculum that pushes students thinking and understanding. Teachers have high expectations and are working to develop strong academic press with a growth mindset.
>
> Moving forward, developing student ownership and mindsets that focus on the importance of learning, tenacity and grit will further develop the culture of learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1   2   **3**   4

In our 5E's survey, the categories of Teacher to Principal Trust, Teacher to Teacher Trust and Student to Teacher Trust are very strong. Adults treat the entire school community with respect and compassion and students interactions are mutually supportive and positive. Teachers who are niche experts are valued and support teacher working to develop their craft. There is a high level of civility, professionalism and communication that promotes school improvement.

Moving forward, developing a better understanding of diversity and tolerance and its impact on student learning would help to better engage diverse family communities.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Through Jungman's programming, students have exposure to extracurricular activities such as soccer, volleyball, cooking classes, gaming, robotics and running clubs. Through student surveys at the beginning of the year, we added programming to meet the demands of the students. 8th grade students return to school after graduation to complete service learning projects until the last day of school.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1   2   **3**   4

> In our 5E's survey results, Jungman's performance was high as it relates to a Supportive Environment overall, but neutral as it relates to students feeling safe in and around school. As a school, we have minimal disturbances that require something more than a classroom intervention to maintain safety and order.
>
> At Jungman staff work to ensure that students and adults feel safe physically, socially, intellectually and emotionally. There are clear procedures and expectations for all areas of the building.

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

- All adults use active supervision (move, scan, and interact) in all settings.
  - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
  - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 **2** 3 4

> There is a positive framework that takes into account staff and student ideas. Staff clearly model expectations for students. By beginning to implement Responsive Classroom throughout the school, a framework of expectations for interactions for behavior and collaboration is beginning to take hold. As a staff we have needs that are across the board as it relates to the SEL competencies whereby some teachers are stronger in their ability to develop SEL skills in students and others need more extensive training. As a whole, the vision for what our SEL program looks like is lacking and there are some expectations, but they are not clear enough for staff to implement across the board.
>
> Moving forward, there needs to be more consistency with the enforcement of the rules across the board and an approach needs to be consistently implemented that reinforces for students the highest expectations of civility, and behavior. Training in restorative practices is also essential as the key approach to school discipline.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.

- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
  - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
  - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 **3** 4

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

The environment at Jungman is welcoming, and helpful. Parents are invited to bi-monthly Coffee and Conversations that is attended by the Principal as well as a grade band of teachers. Parents are given several venues to listen and provide feedback that include BAC, PAC, and LSC meetings as well as the Coffee and Conversations. Surveys are sent home to parents 3 times per year to get their input on initiatives and future ideas; they also can write in concerns or give us more ideas to help better serve their students and/or the community. Communication folders go home on Thursdays that include a principal newsletter, important hand outs as well as anything the teacher wants to send home; these folders come back signed as a way to ensure parents look at what is inside and all communications go home in English and Spanish. Home visits have been conducted and other agencies involved for students who are chronically truant.

Moving forward giving teachers training on better utilizing Blackboard for thier communication, and establishing a sustainable website are places where we can improve.

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

- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
n/a	48.00	93.00	0.00	0.00
National School Growth Percentile - Math				
n/a	10.00	72.00	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms				
n/a	41.40	(Blank)	0.00	0.00
African-American Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
n/a	48.00	92.00	0.00	0.00
English Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
n/a	10.00	70.00	0.00	0.00
English Learner Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
n/a	(Blank)	(Blank)	0.00	0.00

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

n/a	47.00	60.00	0.00	0.00

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

n/a	20.00	40.00	0.00	0.00

National School Attainment Percentile - Reading (Grade 2)

n/a	32.00	18.00	0.00	0.00

National School Attainment Percentile - Math (Grade 2)

n/a	19.00	35.00	0.00	0.00

% of Students Making Sufficient Annual Progress on ACCESS

Increasing our students scores on ACCESS shows progress and demonstrates our commitment to supporting students who are coming to learn the English Language. Our goal was set to increase our score from 2 years ago and is reflective of our practices and expectations around using WIDA standards and quality teaching strategies to help students better be able to read, speak, listen, write and comprehend in English.	46.20	42.20	50.00	55.00

Average Daily Attendance Rate

Having students on-time and ready to learn everyday is vital to student achievement. Students who are absent or come tardy miss valuable instruction and collaboration with peers that cannot be replicated	95.90	94.90	95.50	96.00

My Voice, My School 5 Essentials Survey

We strive to be well organized for school improvement. We have expectations to be "strong" in all areas.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
implement a multi-tiered system of support that includes processes to monitor, analyze and support students and their academic needs	teachers collaborating to find connections to skills and concepts while also analyzing data to drive student instruction, increased differentiation for all of our learners, dynamic interventions with progress monitoring and more engaged students	increased student achievement on...(TBD BASED ON DISTRICT DATA)

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting

Area(s) of focus:
1, 3

Action step ❔	Responsible ❔	Timeframe ❔	Evidence for status ❔	Status

Create year long meeting calendar with relevant data topics for ILT and Teacher Teams	Bilingual Curriculum Coordinator, Admin, Counselor	Jul 1, 2016 to Jul 15, 2016	Completed calendar for meetings and topics included in the staff handbook.	Not started

Teacher Teams/Collaboration, ILT

S1 Teachers refine/adjust their curriculum map for the upcoming school year and through reflection, and complete their first quarter unit.	Bilingual Curriculum Coordinator leads, Teachers participate	Jun 13, 2016 to Sep 2, 2016	Every grade level has their curriculum map complete for ELA and Math and a strong start to their 1st quarter unit	Not started

MTSS, Math, Core Instruction, Curriculum Design, Ela

S4: Teachers analyze their data at the EOY for trends, strengths and challenges. Teachers collaborate vertically to discuss individual students, providing insight to the receiving teacher.	Bilingual Curriculum Coordinator, Admin, Counselor, Teachers	May 16, 2016 to Jun 3, 2016	Completed data protocols, meeting notes and agendas	Not started

MTSS, Core Instruction, Data Use, Teacher Teams/Collaboration

S1 &3: Teachers design their blocks of instructional time for students that includes dedicated intervention time.	Bilingual Curriculum Coordinator	Aug 1, 2016 to Sep 2, 2016	Completed schedules with dedicated time for core instruction and interventions	Not started

MTSS, Core Instruction, Curriculum Design, Intervention, Instructional practices

S1: Teachers receive training on Leveled Literacy Intervention in English and Spanish to work in conjunction with the Benchmark Assessment System.	Bilingual Curriculum Coordinator , consultant, Admin	Aug 15, 2016 to Oct 7, 2016	Agenda's, sign-ins, evaluations, implementation of program	On-Track

MTSS, Professional Learning, Intervention

S1: After the BOY benchmark assessment for reading and math, students identified as needing Tier 2 supports are grouped and strategic plans are created in the MTSS folders that include interventions and progress monitoring for individuals and/or groups.	Bilingual Curriculum Coordinator, ILT, Admin	Sep 6, 2016 to Jun 16, 2017	MTSS folders, Progress Monitoring Report in LLI system, math progress monitoring report	On-Track

MTSS, Literacy/Reading, Math, Intervention, Data Use

Ongoing Y1 & 2: Teachers analyze progress of students 2 times per quarter receiving Tier 2 supports through data conversations with MTSS team member. Plans are adjusted for students based on their progress.	Bilingual Curriculum Coordinator	Sep 19, 2016 to Jun 22, 2018	Agendas, minutes,	On-Track

MTSS, Literacy/Reading, Math, Intervention, Data Use, Teacher Teams/Collaboration

Ongoing Y1 & 2: Students needing more intensive supports (Tier 3) are identified and the BLC and teacher work together to determine how to intensify student support. Plans are created for students. Teachers meet with Counselor and Instructional Coach each month to review student progress. BLC and/or Counselor provide Tier 3 supports outside of the students core instructional day.	Bilingual Curriculum Coordinator , Counselor, Teachers	Oct 3, 2016 to Jun 22, 2018	Agendas, minutes	On-Track

MTSS, Literacy/Reading, Math, Intervention, Data Use, Teacher Teams/Collaboration

ILT checks on the fidelity of and progress of interventions through the online BAS tools and math tools bi-weekly	Admin, ILT	Sep 5, 2016 to Jun 22, 2018	Agendas, minutes, progress monitoring data	On-Track

MTSS, Data Use, ILT

Year 1: Monitor implementation and quality control of Leveled Literacy Intervention	Bilingual Curriculum Coordinator , Admin	select	(Blank)	Not started

Literacy/Reading, Math, Intervention

Monitor implementation of intervention blocks bi-monthly by establishing a protocol/checklist that includes use online math tools, use of LLI during intervention block, flexible grouping, intervention schedules, progress monitoring and online checks. Provide support where needed.	Admin, ILT	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started

MTSS, Intervention, Data Use, ILT, Data

Release teachers quarterly to collaborate and reflect over previous unit, analyze summative data, and plan their upcoming units of instruction	Curriculum Coach, Admin	Aug 29, 2016 to Jun 22, 2018	Agenda's, sign in, data protcols, completed units	Not started

Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, Planning

Utilize Flex Days for teachers at the BOY, MOY and EOY to do a deeper data analysis of student performance. Adjust groups and supports for students based on analysis	Teachers, Admin, Bilingual Curriculum Coordinator , Counselor	Aug 22, 2016 to Jun 22, 2018	Agenda's, data protocols	Not started

MTSS, Assessment, Intervention, Data Use

Based on surveys, professional learning, and walk throughs, teachers will receive targeted coaching support around curriculum development/lesson planning and instructional practices especially for EL students.	Counselor, Bilingual Curriculum Coordinator	Aug 29, 2016 to Jun 29, 2018	Agenda's, support plan	Not started

MTSS, Literacy/Reading, Math, English Learners, Curriculum Design, Professional Learning, Instructional Coaching, Lesson planning

S3: Teachers refine/adjust their curriculum map for the upcoming school year and through reflection, begin to complete their first quarter unit	Bilingual Curriculum Coordinator leads, Teachers participate	Jun 5, 2017 to Sep 8, 2017	Completed calendar for meetings and topics included in the staff handbook.	Not started

Curriculum Design, Reflection

S4: Teachers analyze their data at the EOY for trends, strengths and challenges. Teachers collaborate vertically to discuss individual students, providing insight to the receiving teacher.	Bilingual Curriculum Coordinator, Admin, Counselor, Teachers	Jun 5, 2017 to Jul 3, 2017	Completed data protocols, meeting notes and agendas	Not started

Professional development, Data analysis, Vertical articulation, Data tracking

S3: After the BOY benchmark assessment for reading and math, students identified as needing Tier 2 supports are grouped and strategic plans are created in the MTSS folders that include interventions and progress monitoring .	Bilingual Curriculum Coordinator, ILT, Admin	Sep 4, 2017 to Nov 4, 2017	MTSS folders, Progress Monitoring Report in LLI system, math progress monitoring report	Not started

MTSS, Intervention, Progress monitoring, Data analysis

Implement a 1:1 technology program for students so that students can have additional support based on their need using web based programs such as Lexia, and Kahn Academy.	Bilingual Curriculum Coordinator, Admin, Techco, Teachers	Jun 30, 2016 to Sep 9, 2016	Tech plan, inventory	On-Track

Technology, 21st century skills, Steam (science technology engineering arts and mathematics)

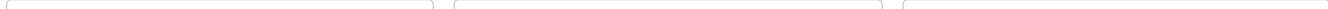|				
Identify a program for math progress monitoring that aligns with our math curriculum and supports	Bilingual Curriculum Coordinator, Math Team	Jun 30, 2017 to Jun 30, 2017	Purchased program	Not started

Math, Progress moniorting

Strategy 2

If we do...	...then we see...	...which leads to...

implement a school wide set of norms and expectations for behavior and character development	students who are independent, respectful, hard working, honest and motivated.	maximized focused time on instruction, more independent learners and fewer student referrals

Tags:
MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning

Area(s) of focus:
2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Craft a year long implementation plan/curriculum map for the Illinois SEL standards.	ILT, Counselor	Jul 1, 2016 to Jul 8, 2016	Completed plan	Not started

MTSS, SEL, Cycles of professional learning

Convene a team of highly qualified educators to identify materials and needed training (SEL TEAM)	ILT	Jun 1, 2016 to Jul 15, 2016	Vetted materials purchased	Completed

MTSS, SEL

Provide training to ALL staff (teachers, TA's, SECA, Security, Clerk, Admin, Counselor, Coaches, Clinicians, etc) for implementation of materials.	ILT	Aug 29, 2016 to Sep 9, 2016	Agenda's sign-ins	Not started

Professional Learning, Cycles of professional learning

As part of the MTSS work, craft a matrix of support for Tier 1, 2 and 3	ILT	Jun 1, 2017 to Jun 1, 2017	Matrix of support	Not started

MTSS, Intervention

Create, train, implement and monitor a process for Social Emotional Supports for teachers and students	ILT	Jun 6, 2016 to Jun 30, 2017	implementation of Jungman program for SEL	Not started

MTSS, SEL, Teacher Teams/Collaboration, ILT, Cycles of professional learning

Monitor implementation of the Social Emotional Supports through bi-weekly teacher team meetings.	ILT	Sep 6, 2016 to Jun 22, 2018	Agenda's, minutes	Not started

MTSS, Teacher Teams/Collaboration, ILT, Cycles of professional learning

Y2: Reflect on successes and challenges with Social Emotional Supports from previous year. Make adjustments as necessary.	ILT	Jun 5, 2017 to Jul 21, 2017	Cycle of learning	Not started

MTSS, SEL, ILT, Cycles of professional learning

Training for ALL new staff as needed throughout the school year	ILT, Counselor	Aug 29, 2016 to Jun 22, 2018	PD agenda's, sign ins	Not started

Professional Learning

Y2: Deepen knowledge of SEL standards and support materials through training and collaboration	ILT, Counselor	Jun 5, 2017 to Sep 8, 2017	PD agenda's, sign ins	Not started

Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning

Building on supports, and processes from the previous work with Social Emotional Learning, create a plan to implement Restorative Justice and Peer Jury practices	ILT, Counselor	Aug 7, 2017 to Oct 7, 2017	Cycle of learning for Restorative practices	Not started

Professional Learning, ILT, Cycles of professional learning

Provide key staff members training on Restorative Practices and Peer Juries. Establish the protocols for the jury to include: locus of control, "power," consequences for the Peer Jury.	ILT, Restorative Justice Team, Counselor	Jun 5, 2017 to Sep 15, 2017	Agenda's, Sign ins, Jury protocols	Not started

Professional Learning, SEL

Establish a peer jury with students and train them on the protocols and expectations that will be used for the peer jury.	Restorative Justice Team, Counselor	Sep 4, 2017 to Oct 13, 2017	Peer Jury Schedule	Not started

MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice

With the teacher trained in Restorative Practices and the students trained in Peer Jury, craft a schedule for meeting times and peer jury sessions.	Restorative Justice Team, Counselor	Aug 14, 2017 to Sep 15, 2017	Peer Jury Schedule	Not started

MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice

Create a system to track the outcomes and notes from peer jury sessions and share information with full staff	Restorative Justice Team, Counselor	Aug 14, 2017 to Sep 15, 2017	Tracking document	Not started

MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice

Reflect on success and challenges with SEL Curriculum and Restorative Practices, adjust processes and methods accordingly.	Restorative Justice Team, Counselor	Aug 14, 2017 to Jun 22, 2018	Adjustment to schedules, learning, Agenda's, Sign ins.	Not started

MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice

Create and implement a school plan focused on key transition years at Jungman, specifically 4th-5th grade focused on building maturity and diligence with academics; 3rd-4th focused on EL supports; 8th-9th focused on High School, College and Career Readiness.	Counselor, Teachers	Aug 22, 2016 to Jun 23, 2017	Counseling transition Plan	Not started

MTSS, Transition

Strategy 3

If we do...	...then we see...	...which leads to...
create a plan for increasing student attendance that includes: monitoring chronically truant and tardy students, providing intervention support to help get students and families back on track and reward students with good attendance	all students coming to school ready to learn	an increase in attendance, a decrease in truancy and an increase in students academic growth and achievement.

Tags:
MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT modify the current attendance policy and share with staff, students and parents.	ILT	Jul 4, 2016 to Aug 19, 2016	Comprehensive Attendance Policy	Not started

Attendance, Planning

ILT to create a monitoring/tracking document for student attendance that highlights the chronically truant students. Create a flow chart of supports for students with issues with attendance.	ILT, Admin, Counselor	Jul 4, 2016 to Aug 26, 2016	Monitoring doc, flow chart of attendance support	Not started

Attendance, Progress moniorting

Create and implement a system of rewards and consequences for student attendance. Include a school wide data chart by classroom that tracks attendance.	ILT, Admin, Counselor	Jul 4, 2016 to Aug 26, 2016	Publications to students and parents about rewards/consequences, data chart in main hallway.	Not started

Attendance, Data Use

Track attendance weekly, using protocols established, follow through with rewards/consequences	Admin, Counselor	Sep 5, 2016 to Jun 15, 2018	Tracking tool for attendance, tracking tool for rewards/consequences,	Not started

Attendance, Data Use

ILT to analyze attendance data monthly to identify trends, strengths and challenges. ILT to identify and follow through with action items as a result of attendance data analysis.	Admin, Counselor, ILT	Aug 1, 2016 to Jun 22, 2018	ILT agenda's, action item tracker	Not started

Attendance, Data Use

Communicate with parents their child's attendance percentage every 5 weeks	Counselor, Admin	Sep 6, 2016 to Jun 22, 2018	Eagle Reports that come out at progress report and report card time.	Not started

Attendance, Data Use, Parental involvement, Communication

Strategy 4

If we do...	...then we see...	...which leads to...
include strategies that embody a focus on STEM practices	students who critically think and problem solve within a real world context	students who can analyze information, rationalize results and apply problem solving skills to real life situations.

Tags: Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
		select		
ALL DELETED ones Plus STEM Challenges and POM	*(Blank)*		*(Blank)*	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create year long meeting calendar with relevant data topics for ILT and Teacher Teams Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Teacher Teams/Collaboration, ILT	Bilingual Curriculum Coordinator, Admin, Counselor	Jul 1, 2016	Jul 15, 2016	Not started
✚ S1 Teachers refine/adjust their curriculum map for the upcoming school year and through reflection, and complete their first quarter unit. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Math, Core Instruction, Curriculum Design, Ela	Bilingual Curriculum Coordinator leads, Teachers participate	Jun 13, 2016	Sep 2, 2016	Not started
✚ S4: Teachers analyze their data at the EOY for trends, strengths and challenges. Teachers collaborate vertically to discuss individual students, providing insight to the receiving teacher. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Core Instruction, Data Use, Teacher Teams/Collaboration	Bilingual Curriculum Coordinator, Admin, Counselor, Teachers	May 16, 2016	Jun 3, 2016	Not started
✚ S1 &3: Teachers design their blocks of instructional time for students that includes dedicated intervention time. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Core Instruction, Curriculum Design, Intervention, Instructional practices	Bilingual Curriculum Coordinator	Aug 1, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ S1: Teachers receive training on Leveled Literacy Intervention in English and Spanish to work in conjunction with the Benchmark Assessment System. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Professional Learning, Intervention	Bilingual Curriculum Coordinator , consultant, Admin	Aug 15, 2016	Oct 7, 2016	On-Track
✚ S1: After the BOY benchmark assessment for reading and math, students identified as needing Tier 2 supports are grouped and strategic plans are created in the MTSS folders that include interventions and progress monitoring for individuals and/or groups. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Literacy/Reading, Math, Intervention, Data Use	Bilingual Curriculum Coordinator, ILT, Admin	Sep 6, 2016	Jun 16, 2017	On-Track
✚ Ongoing Y1 & 2: Teachers analyze progress of students 2 times per quarter receiving Tier 2 supports through data conversations with MTSS team member. Plans are adjusted for students based on their progress. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Literacy/Reading, Math, Intervention, Data Use, Teacher Teams/Collaboration	Bilingual Curriculum Coordinator	Sep 19, 2016	Jun 22, 2018	On-Track
✚ Ongoing Y1 & 2: Students needing more intensive supports (Tier 3) are identified and the BLC and teacher work together to determine how to intensify student support. Plans are created for students. Teachers meet with Counselor and Instructional Coach each month to review student progress. BLC and/or Counselor provide Tier 3 supports outside of the students core instructional day. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Literacy/Reading, Math, Intervention, Data Use, Teacher Teams/Collaboration	Bilingual Curriculum Coordinator , Counselor, Teachers	Oct 3, 2016	Jun 22, 2018	On-Track
✚ ILT checks on the fidelity of and progress of interventions through the online BAS tools and math tools bi-weekly Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Data Use, ILT	Admin, ILT	Sep 5, 2016	Jun 22, 2018	On-Track
✚ Year 1: Monitor implementation and quality control of Leveled Literacy Intervention Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Literacy/Reading, Math, Intervention	Bilingual Curriculum Coordinator , Admin			Not started
✚ Monitor implementation of intervention blocks bi-monthly by establishing a protocol/checklist that includes use online math tools, use of LLI during intervention block, flexible grouping, intervention schedules, progress monitoring and online checks. Provide support where needed. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Intervention, Data Use, ILT, Data	Admin, ILT	Sep 5, 2016	Jun 22, 2018	Not started
✚ Release teachers quarterly to collaborate and reflect over previous unit, analyze summative data, and plan their upcoming units of instruction Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, Planning	Curriculum Coach, Admin	Aug 29, 2016	Jun 22, 2018	Not started
✚ Utilize Flex Days for teachers at the BOY, MOY and EOY to do a deeper data analysis of student performance. Adjust groups and supports for students based on analysis Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Assessment, Intervention, Data Use	Teachers, Admin, Bilingual Curriculum Coordinator , Counselor	Aug 22, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Based on surveys, professional learning, and walk throughs, teachers will receive targeted coaching support around curriculum development/lesson planning and instructional practices especially for EL students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Literacy/Reading, Math, English Learners, Curriculum Design, Professional Learning, Instructional Coaching, Lesson planning	Counselor, Bilingual Curriculum Coordinator	Aug 29, 2016	Jun 29, 2018	Not started
✚ S3: Teachers refine/adjust their curriculum map for the upcoming school year and through reflection, begin to complete their first quarter unit Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Curriculum Design, Reflection	Bilingual Curriculum Coordinator leads, Teachers participate	Jun 5, 2017	Sep 8, 2017	Not started
✚ S4: Teachers analyze their data at the EOY for trends, strengths and challenges. Teachers collaborate vertically to discuss individual students, providing insight to the receiving teacher. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Professional development, Data analysis, Vertical articulation, Data tracking	Bilingual Curriculum Coordinator, Admin, Counselor, Teachers	Jun 5, 2017	Jul 3, 2017	Not started
✚ S3: After the BOY benchmark assessment for reading and math, students identified as needing Tier 2 supports are grouped and strategic plans are created in the MTSS folders that include interventions and progress monitoring . Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, MTSS, Intervention, Progress monitoring, Data analysis	Bilingual Curriculum Coordinator, ILT, Admin	Sep 4, 2017	Nov 4, 2017	Not started
✚ Implement a 1:1 technology program for students so that students can have additional support based on their need using web based programs such as Lexia, and Kahn Academy. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Technology, 21st century skills, Steam (science technology engineering arts and mathematics)	Bilingual Curriculum Coordinator, Admin, Techco, Teachers	Jun 30, 2016	Sep 9, 2016	On-Track
✚ Identify a program for math progress monitoring that aligns with our math curriculum and supports Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Instructional practices, Academic, Differentiated instruction, Progress moniorting, Math, Progress moniorting	Bilingual Curriculum Coordinator, Math Team	Jun 30, 2017	Jun 30, 2017	Not started
✚ Craft a year long implementation plan/curriculum map for the Illinois SEL standards. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, SEL, Cycles of professional learning	ILT, Counselor	Jul 1, 2016	Jul 8, 2016	Not started
✚ Convene a team of highly qualified educators to identify materials and needed training (SEL TEAM) Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, SEL	ILT	Jun 1, 2016	Jul 15, 2016	Completed
✚ Provide training to ALL staff (teachers, TA's, SECA, Security, Clerk, Admin, Counselor, Coaches, Clinicians, etc) for implementation of materials. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning, Cycles of professional learning	ILT	Aug 29, 2016	Sep 9, 2016	Not started
✚ As part of the MTSS work, craft a matrix of support for Tier 1, 2 and 3 Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Intervention	ILT	Jun 1, 2017	Jun 1, 2017	Not started
✚ Create, train, implement and monitor a process for Social Emotional Supports for teachers and students Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, SEL, Teacher Teams/Collaboration, ILT, Cycles of professional learning	ILT	Jun 6, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Monitor implementation of the Social Emotional Supports through bi-weekly teacher team meetings. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Teacher Teams/Collaboration, ILT, Cycles of professional learning	ILT	Sep 6, 2016	Jun 22, 2018	Not started
✚ Y2: Reflect on successes and challenges with Social Emotional Supports from previous year. Make adjustments as necessary. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, SEL, ILT, Cycles of professional learning	ILT	Jun 5, 2017	Jul 21, 2017	Not started
✚ Training for ALL new staff as needed throughout the school year Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning	ILT, Counselor	Aug 29, 2016	Jun 22, 2018	Not started
✚ Y2: Deepen knowledge of SEL standards and support materials through training and collaboration Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning	ILT, Counselor	Jun 5, 2017	Sep 8, 2017	Not started
✚ Building on supports, and processes from the previous work with Social Emotional Learning, create a plan to implement Restorative Justice and Peer Jury practices Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning, ILT, Cycles of professional learning	ILT, Counselor	Aug 7, 2017	Oct 7, 2017	Not started
✚ Provide key staff members training on Restorative Practices and Peer Juries. Establish the protocols for the jury to include: locus of control, "power," consequences for the Peer Jury. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning, SEL	ILT, Restorative Justice Team, Counselor	Jun 5, 2017	Sep 15, 2017	Not started
✚ Establish a peer jury with students and train them on the protocols and expectations that will be used for the peer jury. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice	Restorative Justice Team, Counselor	Sep 4, 2017	Oct 13, 2017	Not started
✚ With the teacher trained in Restorative Practices and the students trained in Peer Jury, craft a schedule for meeting times and peer jury sessions. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice	Restorative Justice Team, Counselor	Aug 14, 2017	Sep 15, 2017	Not started
✚ Create a system to track the outcomes and notes from peer jury sessions and share information with full staff Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice	Restorative Justice Team, Counselor	Aug 14, 2017	Sep 15, 2017	Not started
✚ Reflect on success and challenges with SEL Curriculum and Restorative Practices, adjust processes and methods accordingly. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Professional Learning, SEL, Restorative approaches, Restorative justice	Restorative Justice Team, Counselor	Aug 14, 2017	Jun 22, 2018	Not started
✚ Create and implement a school plan focused on key transition years at Jungman, specifically 4th-5th grade focused on building maturity and diligence with academics; 3rd-4th focused on EL supports; 8th-9th focused on High School, College and Career Readiness. Tags: MTSS, Professional Learning, Behavior and Safety, SEL, Teacher Teams/Collaboration, Cycles of professional learning, MTSS, Transition	Counselor, Teachers	Aug 22, 2016	Jun 23, 2017	Not started
✚ ILT modify the current attendance policy and share with staff, students and parents. Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Planning	ILT	Jul 4, 2016	Aug 19, 2016	Not started
✚ ILT to create a monitoring/tracking document for student attendance that highlights the chronically truant students. Create a flow chart of supports for students with issues with attendance. Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Progress moniorting	ILT, Admin, Counselor	Jul 4, 2016	Aug 26, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Create and implement a system of rewards and consequences for student attendance. Include a school wide data chart by classroom that tracks attendance. Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Data Use	ILT, Admin, Counselor	Jul 4, 2016	Aug 26, 2016	Not started
✚ Track attendance weekly, using protocols established, follow through with rewards/consequences Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Data Use	Admin, Counselor	Sep 5, 2016	Jun 15, 2018	Not started
✚ ILT to analyze attendance data monthly to identify trends, strengths and challenges. ILT to identify and follow through with action items as a result of attendance data analysis. Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Data Use	Admin, Counselor, ILT	Aug 1, 2016	Jun 22, 2018	Not started
✚ Communicate with parents their child's attendance percentage every 5 weeks Tags: MTSS, Attendance, Intervention, Climate and Culture, Family and Community Engagement, Data Use, Attendance, Data Use, Parental involvement, Communication	Counselor, Admin	Sep 6, 2016	Jun 22, 2018	Not started
✚ ALL DELETED ones Plus STEM Challenges and POM				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

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

> A needs assessment will be conducted to provide parents an opportunity to give input in addition to analyzing the My Voice, My School survey results.

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

> Within the first few days of school, a communication will be sent home describing the different organizations, such as the PAC, that are part of our school community. This communication will have contact information for the point person as well as the first semester worth of meetings and the meeting topics. Parent attendance will be tracked and incentives will be provided for those who attend meetings.
>
> The Annual Meeting was held on 9/28/2016 at 9:00. The Organizational Meeting was held on 9/28/2016 at 9:30 am.

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

> The NCLB Annual Meeting will provide information regarding curriculum, instruction and assessments. In addition, parents will be able to find information about what students are learning on our website.

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

> The PAC meetings can be offered at Jungman and will have a liaison participate and listen to suggestions for improvement. This liaison will share information with the administrations and suggestions will be weighed and dealt with accordingly.

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.

> When information on the State assessment is avaiable for each student, a copy will be sent home to parents through students, or at report card pick ups.

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.

> NCLB letters will be sent home with students to indicate that they are not being taught by a "highly qualified" teacher.

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

> Communication will be sent home and workshops will be offered to parents as part of the work of the PAC. The communication and workshops will deal with Common Core Standards, Next Generation Science Standards and the ensuing PARCC assessment. We will also include important State and District information as to the accountability measures for each assessment

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

> Through our parent meetings, after school events such as Literacy Night, and parent workshops, we will work to help parents understand how to best support and help their student learn.

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

> As part of our approach to increasing student achievement, we realize that parent involvement and communication is key. Our professional learning series will include ways to effectively communicate with parents.

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

All of our programs are integrated within our entire school community and all parents, including those in PreK, are invited to participate in our meetings and workshops. School administration will ensure that programs are cohesive and work to serve all of parents and students.

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

Information that is communicated home with be in both Spanish and English and include all relevant and important information. All communication will be sent home in a timely manner and will be in easily read and consistent formats.

Policy Implementation Activities

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

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

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

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

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

NA

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.)

In the heart of Pilsen, you will find the Jungman community that honors Hard Work, Independence, Respect, Pro-Activity, Honesty and Motivation. A place where every child matters and learns through Problem Solving, Critical Thinking, Analysis, and Self Advocacy. ?

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.

The dates for parent teacher conferences is set by the District and will be held during the 1st and 3rd quarter. The parent teacher conferences will provide parents the opportunity to meet with any teacher or staff member to discuss the progress of students. During parent report card pick ups the school will leverage community resources for parents and make them available that day as well.

Staff members are also available to meet with parents at their request as well as teachers requesting to meet with parents to discuss student progress.

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

Progress reports are sent home about every 5 weeks and report cards are sent home each quarter. When needed, parents will receive additional communication about their child's progress.

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

Staff will be available to parents with reasonable notice before or after school, or during a teacher's preparation and planning period. A log book will be kept in office to field parent concerns. Teachers will be notified when parents have signed up in the log book requesting an appointment. A full staff email list will also be shared with parents to help with communication and access.

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

Following CPS policy, any parent wishing to volunteer in a classroom or to help support a program will be able to do so after getting proper securtiy clearance to ensure student safety. The school has an established GEMS volunteer program whereby parents can sign up for and be scheduled for different volunteer duties that are helpful to the school. Field trips will also include parents who wish to volunteer in their child's class.

An open house will also be scheduled that allows parents access into the classroom to observe classroom activities.

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

Parents can sign up and use Parent Portal to help monitor student attendance, homework completion and grades.

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

Through our school organizations such as the PTO, LSC, PAC, BAC, parents can contribute to the conversations about improving their child's education. In addition, the administration, and staff will work together with students and parents when needed to make decisions that best serve each child.

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

Students will engage with goal setting around attainable targets for their core classes. In addtion, incentives will be provided for perfect attendance, honor roll and high honor roll.

Parent Budget   Complete

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

Our goal is to support student achievement through engaging parents with workshops focused on how to help children with math and reading. We also want to showcase for parents places withing Chicago that will help encourage and extend student learning.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	$ Amount .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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 100 .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)	$ 300 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 800 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 100 .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .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 by used only by parents.	$ Amount .00