



Joseph Jungman Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Julio Alvarez	AP	jalvarez4@cps.edu	Has access
Michelle Dluzak	Counselor	mmdluzak@cps.edu	Has access
Frances Izzi	Bilingual ESL Endorsed Middle School	fntovar@cps.edu	Has access
Elisa Viramontes	Bilingual & ESL Endorsed Intermediate Teacher	edviramontes@cps.edu	Has access
Wendy Vahey	ESL Special Ed Teacher	wevahey@cps.edu	Has access
Cynthia Valenciana	Bilingual Literacy Specialist	cttovar@cps.edu	Has access
Luz Cuadrado	Bilingual & ESL Endorsed Middle Grades	lmcuadrado@cps.edu	Has access
Sue Mazenis-Luzzi	Principal	svmazenis@cps.edu	Has access
Laura Alonzo	Parent/LSC Chair		No Access

### Team meetings

Date	Participants	Topic
03/09/2018	Luzzi, Alvarez, Dluzak, Izzi, Viramontes, Vahey,	SEF and Strategy 1
04/06/2018	Luzzi, Alvarez, Dluzak, Valenciana, Izzi, Viramontes, Vahey, Cuadrado	SEF, Goals, Strategies

03/08/2018	Luzzi, Alvarez, Viramontes, Alonzo	LSC Meeting; discussion of results from student, staff and parent surveys
04/12/2018	Luzzi, Alvarez, Viramontes, Alonzo	LSC Meeting; information regarding status of CIWP development with Strategies
05/04/2018	Luzzi, Alvarez, Viramontes, Alonzo	CIWP Approval
03/23/2018	Luzzi, Alvarez, Dluzak, Izzi, Viramontes, Vahey, Valenciana	Meeting to review SEF

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### 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.

Score

1 2 3 4

Jungman School is built on the principle that every child matters. To ensure that this approach is successful, a collective responsibility for the success of all students is shared throughout the building. Every staff member is leveraged in multiple ways to meet the needs of our children on a daily basis. Flexibility, dedication and teamwork are the essential characteristics that our staff are built upon.

Jungman School has a high functioning and well organized ILT that is comprised of a diverse representation of staff. Included on our ILT are teacher leaders from various grade bands, members of our Special Education department, our School Counselor, our Literacy Coach and members of the Administrative Team. The ILT has worked diligently with staff to prioritize school needs as well as create and execute processes to analyze and identify solutions.

Jungman School is currently undergoing the transition to a Magnet Stem School. As part of this evolution, all staff will participate in intensive training to prepare for their new roles. In house and outside supports will be provided to further support this endeavor.

Exceptional teaching and challenging learning are the cornerstones that Jungman School are built upon. 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.

## Guide for Leadership & Collective Responsibility

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

- Buffer staff from external distractions to the school's priorities and goals.
- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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.

Score

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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 Continuous Improvement Work Plan 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. This year the ILT members have taken the lead in planning and teaching the professional development to bring QTEL philosophies and strategies to all staff members. Moving forward, our ILT will continue to work on cycles for continuous improvement. We also want to be more timely in our use and review of data, especially as it related to sub groups like ELL's and DL's. We also want to improve our data tracking tool from year to year.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

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Professional learning at Jungman includes prioritized learning that is based on the ILT recommendations and best practices in education. The ILT takes their time to evaluate data and investigate reasons why through surveys, classroom observations, and conversations with teacher teams.

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.

Moving forward, we need to think through a formal induction process on the Jungman expectations for teaching and learning for teachers new to Jungman, and for teachers 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	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

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 data analysis, teacher observation and courageous conversations with some staff, adjustments to teaching assignments are made to benefit students and maximize the staff members potential. When hiring any staff, a process is put in place that involves stakeholders (teachers, para's, students, parents, admin). It is through collective efforts of this process that candidates are ranked and determinations made. 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.

Our morning, before school programs, (The Kids are Scientists Too, Morning Markers lab, Robotics, Yoga, Marathon kids, fun with coding, film critics and Hero's club) have brought opportunities for students to use their classroom learning and apply it in real world situations. Our participation in the Science fair, Changing Worlds, Common Threads and Invention Convention have allowed our students the opportunity to create authentic work for real world audiences outside of our school community and receive school feedback on their work. As a school we want to get better in coordinating vertical planning time and allowing more time to analyze student work across grade bands.

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.

Moving forward, we need to look at our schedules to ensure that we implement a full STEM program without losing instructional time in other key areas. In addition, we have worked through some changes that the District is now requiring, and we need to identify key staff people that others can go to when they are having issues with entering time, money reimbursements or other required on-line logs.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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.

Score

1 2 **3** 4

Teachers collaborate and craft a curriculum that meets the needs of their students and also addresses the grade level standards. Many of our teachers use the Engage NY language arts or News2You curriculum as a base to build their instructional units, while others have created their own units. Teachers then create curriculum map that lay 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. For Language Arts intervention we also have the Leveled Literacy Fountas & Pinnell intervention system from Kindergarten to 5th grade.

To enhance our curriculum, extend student learning, build background knowledge and offer real world application of skills Jungman students at various grades participate in programs such as: Readers/Writers Theatre, Neighborhood Naturalist, Small Bites Cooking Classes, Field Museum Boxes, Elevarte, Junior Achievement, 5+1=20 Health program, Open Books Book Buddies, Kids are Scientist too, Red Kite, Changing worlds Photography Out of school matters, Robotics, Chicago Run, Chicago Rowing, One goal , First Skate, Project Sincere, Peggy Notebaert partnership, Invention Convention, Local Art Contests, cultural celebrations, 25 ward tree lighting, 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 we can improve vertical alignment of standards and topics, adopt and incorporate a program for social emotional learning, 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

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

**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 a 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.

In the building, there are many math and science materials as well as partners that come to support our instruction. This includes partnerships with Northery Island, Peggy Notebart, Golden Apple, Juarez High School, ESP and Robert Crown. Our school has expanded and has started a math manipulative library, ensured that there are math supplies and supports in every room and implemented math programs such as iXL, Kahn Academy, Zearn, and Xtra math to support conceptual learning and fluency.

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 better ways to include more tools and supports for all learners. This needs to begin with an assessment of student learning modalities and learning styles. In addition, there is an need to better leverage student choice in learning.

**Guide for Instructional Materials**

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.



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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

We have continued to show our commitment to the belief that all students are expected to learn and that we believe that all students can learn. We have adopted an inclusive educational model. We have continued to adopt and build our curricula aligning with Common Core and Next Generation Science Standards. As a school we have aligned our math curricula and have adopted Eureka Math for Kindergarten through 8th grade. The Eureka math curriculum promotes operational fluency in the primary grades and builds to rigorous problem solving, reasoning and critiques of possible solutions by the middle school grades. We have also continued and improve and build on our needs based reading and math supports by continuing the intervention time daily. We further support our students by scheduling the academic interventions for after school which has improved attendance. Our morning, before school programs, (The Kids are Scientists Too, Morning Markers lab, Robotics, Yoga, Marathon kids, fun with coding, film critics and Hero's club) have brought opportunities for students to use their classroom learning and apply it in real world situations. Our participation in the Science fair, Changing Worlds, Common Threads and Invention Convention have allowed our students the opportunity to create authentic work for real world audiences outside of our school community and receive school feedback on their work. As a school we want to get better in coordinating vertical planning time and allowing more time to analyze student work across grade bands.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

1 2 **3** 4

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)

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.

We have built into our data tracking ways to monitor our EL's progress with respects to BAS, iXL and NWEA.

Moving forward, we need to build in more intentionality around building career days, especially in STEM fields and College days. We also need to develop stronger systems for our transitioning EL's that provide additional supports such as after school programing, intervention time focused on vocabulary/language acquisition and ensure that our formative assessments are being analyzed with a focus on how our transitioning EL's are performing.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS,

and college).

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### 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 implement various pedagogical approaches to help student learning including the continuation of Aida Walqui's Quality Teaching for English Learners (Q-Tel), Fountas and Pinnell, Gradual Release of Responsibility, and Universal Design for Learning. The ILT has worked closely with teachers to set clear expectations and guidelines for the integration of new school-wide strategies geared toward meeting the needs of ELs and Diverse Learners.

Weekly team meetings allow teachers the opportunity to analyze student work, reflect on implementation of new strategies, and to look towards trends in student understanding. Teachers also participate in peer observations and coaching to better improve their teaching practices.

Moving forward, teachers will be trained at the Golden Apple STEM Institute. This will ensure that STEM practices are implemented throughout curriculum, providing meaningful and challenging experiences for all learners. ILT will continue to provide support to ensure that teachers are using assessment data to meet the needs of all learners and ensure that instruction is adjusted accordingly.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

## Balanced Assessment & Grading:

Score

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

1 2 3 4

Teachers use multiple assessments to give a comprehensive snapshot of student learning. Not only are district centralized assessments used, teachers utilize formative and summative assessments to gauge student learning.

Data analysis and progress monitoring are central to teacher instruction. Teachers utilize data from diagnostic assessments such as the BAS (Benchmark Assessment System), NWEA Reading (3-8) and Math (K-8), DLM and ACCESS to monitor students and identify specific gaps. Teachers meet quarterly to analyze data, identify student needs, and organize students into appropriate tiers of support.

Teachers utilize both formative and summative assessments weekly to determine instructional effectiveness and subsequently modify lessons as needed. School wide data is accessible to all stakeholders via a common folder in Google Drive.

Moving forward, teachers will work towards closely monitoring Math. Teachers will meet to analyze NWEA Math data and place students into tiers dependent on their needs. Teachers will work towards developing a more cohesive system of support in Math curriculum, supplementary programs and systems of support. Additionally, teachers will work towards the development of academic language for ELs, monitoring progress and developing curriculum to support their needs.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### Multi-Tiered System of Supports:

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

Score

1 2 3 4

Teachers have developed a dynamic learning environment that is based on standards as well as student needs. Teachers have worked to develop a thorough scope and sequence that allows them to provide universal instruction in the core curriculum to all students (Tier 1). Additionally teachers have targeted academic and SEL supports (Tier 2) as needed, and will continue to develop intensive supports for individual and small group needs (Tier 3).

#### Moving forward

Teachers will work towards adjusting curriculum to challenge and meet the needs of advanced students as well as those working significantly below grade level.

Stakeholders will work towards providing universal SEL supports for all students in order to promote a positive school climate where all students social and emotional growth is being addressed.

Continued to identification students who are On Track with grades and attendance, as well as providing supports and interventions to those students who are off track and at risk of failure or truancy.

work towards providing additional supports around MTSS

Continue to provide clear communication to parents about additional supports offered to students both before and after-school.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-P02).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**



## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 **3** 4

Jungman teachers implement instructional strategies (QTEL/PBL) across K-8 providing all students with active learning experiences. Student are actively engaged through all learning domains fostering student curiosity through learning experiences designed to seek answers to teacher or student generated essential questions. This is done through investigations promoting student-driven authentic learning which motivates students take full ownership of the outcomes of their work. High expectations for student achievement and conduct are consistent within grade bands, however coherence can be increased through reinforcing Jungman's four school-wide principles: Be Responsible, Be Respectful, Be Safe, Be Positive. Teachers foster high student attendance by engaging students in high quality learning experiences, developing positive relationships with students, and providing classroom-based and school wide weekly incentives. Moving forward, attendance improvement efforts must focus on interventions targeted toward at-risk students.

Teachers facilitate student goal setting to motivate students to achieve personal and academic learning goals focused on individual student targets. High levels of student achievement are recognized in individual classrooms across the school. Sharing student thinking is fostered through the respect and rapport developed by teachers additionally supported with the implementation of SEL skills as provided on a weekly basis. An area of growth is developing schoolwide student recognition criteria and providing targeted efforts to support individual students emotionally and academically.

Self assessment is fostered through the use of rubrics and checklists to help guide students to achieve the goals and expectations of the classroom. Clear criteria increases student motivation and accountability. Students are provided with exemplars of expected outcomes. Teachers consistently provide students with actionable feedback to improve initial work. Feedback strategies vary across classrooms. Teachers promote students engaging in grade-level appropriate peer-to-peer feedback, however this is an area that can be further developed.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>✓ C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

Score

1 2 3 4

We use the PPC to support our staff in bringing up issues and resolving conflicts to help build a positive school community. We have regular days devoted to collaboration among educators such as grade release and data days. We have allocated our flex day to support the work to improve learning for our ELL students. This year we formed a Behavioral Health team help to develop supportive relationships with students and recognize our diverse social identities. We have built relationships in the community through our participation in cultural activities(25th ward tree lighting, art openings of student work, Novena Mass, parades, Dia de Los Muertos, Fiesta del Sol ) and have brought in programs (Changing Worlds, Hero's club, KAST, Elevarte) to recognize our diverse student body. Moving forward, we will continue to adopt the PATHS curriculum for Social Emotional Learning in every grade and work to integrate the practices into our school community. We will work to build the trust in the peer observation process to develop our capacity to support and build a professional community of learners.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.



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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

Score

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

1 2 3 4

Teachers engage students in grade-appropriate experiences that promote individual students as members of a larger community and develop students' understanding of their role within the classroom, school, neighborhood, etc. Students learn about the voting process through the study of the Illinois State and U.S. Federal Constitution. An area of growth is to supplement the classroom learning through providing students with authentic experiences (i.e. Student Council).

Teachers provide students with grade-level appropriate opportunities to engage in discussions related to key issues that are current and controversial. Through the implementation of QTEL strategies, the development of respectful student discussion is promoted. Teachers design learning experiences that promote student to student, student to text, and student to world connections that foster pride in their cultural background and self-identity. An area of growth will be developing a Student Voice Committee to provide a platform to discuss areas of concerns and wants within the school community.

Jungman students are provided with opportunities to participate in service learning projects such as an Annual Food Drive, arts related projects with local business such as Simone's and La Catrina Cafe. A peer buddy program across grades is implemented between 1st and 4th.

Taking informed action is an area to further develop to engage students with authentic opportunities to make change based on classroom learning. Civic learning is integrated into the curriculum through classroom learning experiences, but still needs further development to expand outside the classroom into the community.

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

### Study politics

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

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

## Evidence, Measures, and Standards

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

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. As a school, we have minimal disturbances that require something more than a classroom intervention to maintain safety and order. We have made changes to procedures in response to students in crisis that need greater levels of supervision. We have utilized our support staff to supervise students during transition, lunch and recess times. We need to improve our continuity for behavior expectations across all areas of the school and among all staff. Moving forward we want to find ways to increase student voice and have their take leading roles in school initiatives. In our 5E's survey results, student voice was also an area that was identified as lower scoring. We are also improving our procedures for addressing referrals for additional supports outside what can be addressed in the classroom.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**

- Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching<sup>1</sup></li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

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

1 2 3 4

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, we will implement a universal SEL program across the school. Training and follow up on the program will be provided to staff. Our goals are to develop consistency with the enforcement of the rules across the board and consistently 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.

- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

Score

1 2 3 4

The environment at Jungman is welcoming, and helpful. 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 to parents 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. This year we adopted the DOJO app to help increase communication with our families and it has prove to be very successful across all grade levels. Home visits have been conducted and other agencies involved for students who are chronically truant. Moving forward we want to build family relationships by implementing special events like family nights around STEM, Math or Cultural themes. We also want to continue to identify families not connected to Dojo or Parent portal.

### Guide for Parent and Family Partnership

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

- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	<input type="radio"/>
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
We identified 90% as our National School Growth Percentile for Reading in SY18 with annual increases of 2% as a way to continue to push high student achievement.	92.00	86.00	90.00	92.00	94.00
<b>National School Growth Percentile - Math</b>					
We have identified 60% as our National School Growth Percentile in Mathematics in SY2017-18 with an annual increase of 5% each subsequent year for the next two years. We have identified MTSS in Mathematics and Reading as priority 1. With meeting days dedicated to data analysis and responsive instruction using NWEA Instructional Insights Reports and formalized MTSS systems and structures, we have set a goal to increase our Growth Percentile by 13 percentage points when compared to SY2017-2018 Actual results.	63.00	57.00	60.00	65.00	70.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
We have identified 65% as our % of Students Meeting/Exceeding Growth Norms in SY2017-18. We have identified MTSS in Mathematics and Reading as priority 1. With meeting days dedicated to data analysis and responsive instruction using NWEA Instructional Insights Reports and formalized MTSS systems and structures, we have set an ambitious, yet attainable goal of 80% by SY2019-2020.	60.90	62.60	65.00	70.00	75.00
<b>African-American Growth Percentile - Reading</b>					
The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
We identified 90% as our National School Growth Percentile for Reading in SY18 with annual increases of 2% as a way to continue to push high student achievement.	92.00	90.00	90.00	92.00	94.00
<b>English Learner Growth Percentile - Reading</b>					
The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>African-American Growth Percentile - Math</b>					

The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
We have identified 65% as our Attainment Percentile in Math in SY2017-18. MTSS in Mathematics and Reading is priority 1 with meeting days structured around data analysis and data-driven instruction using NWEA Instructional Insights Reports. With formalized MTSS systems and structures, we have set an ambitious, yet attainable goal of 75% Attainment by SY2019-2020.	63.00	58.00	65.00	70.00	75.00
<b>English Learner Growth Percentile - Math</b>					
The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>					
The priority group is not calculated in the SQRP.	(Blank)	(Blank)	0.00	0.00	0.00
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>					
Jungman Elementary has established a goal of 90% attainment in Reading for Grades 3-8 by 2019-2020. With our principle strategy focused on MTSS academics, we will develop formalized structures to ensure our ELs/DLs and general education students met and exceed grade level expectations.	63.00	70.00	75.00	80.00	85.00
<b>National School Attainment Percentile - Math (Grades 3-8)</b>					
We have identified 50% as our Attainment Percentile in Math in SY2017-18. MTSS in Mathematics and Reading is priority 1 with meeting days structured around data analysis and data-driven instruction using NWEA Instructional Insights Reports. With formalized MTSS systems and structures, we have set an ambitious, yet attainable goal of 66% Attainment by SY2019-2020.	38.00	46.00	50.00	55.00	60.00
<b>National School Attainment Percentile - Reading (Grade 2)</b>					
Jungman Elementary has established a goal of 60% attainment in Reading for Grade 2. With our principle strategy focused on MTSS academics, we will develop formalized structures to ensure our ELs/DLs and general education students met and exceed grade level expectations.	(Blank)	1.00	40.00	50.00	60.00
<b>National School Attainment Percentile - Math (Grade 2)</b>					
Jungman has established 60% as a goal for its National School Attainment Percentile. MTSS is our principle strategy and a key focus will be on strengthening the mathematics intervention programming.	(Blank)	3.00	40.00	50.00	60.00
<b>% of Students Making Sufficient Annual Progress on ACCESS</b>					
We have established 60% as our goal for Students making sufficient annual progress on Access. Jungman continues to develop its capacity on providing instructional supports to ELs and this priority group is a key group in our CIWP.	26.50	(Blank)	55.00	55.00	60.00
<b>Average Daily Attendance Rate</b>					
We have set a 95% Attendance Rate Goal for our SY2017-18 SQRP with a goal of 96% by SY2019-20. We have identified Attendance as an Action Item under our SEL Strategy in our CIWP. We have identified developing a tiered approach to increasing attendance with focused efforts on targeting students identified as at-risk for Truancy and Absenteeism.	95.40	95.70	95.00	95.50	96.00
<b>My Voice, My School 5 Essentials Survey</b>					
Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

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

Strategy 1

If we do...

...then we see...

...which leads to...

A full implementation of a comprehensive system of academic supports for all students in every classroom

Intensive supports based on individual and small group student needs

All students meeting or exceeding growth goals

Tags:

MTSS, Assessment, Curriculum Design, Intervention, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Status

S1: MTSS Criteria and Communication: Create clear, shareable, MTSS process that includes an established criteria in which students enter and exit Tier 1, Tier 2 and Tier 3 in reading and math; identify schoolwide intervention resources for reading and math; develop clear distinctions between Tier 2 and 3 supports (length, intensity, group size, etc); develop regular parent communications. Ensure that the supports provided to students include considerations for EL and DL students

MTSS Lead, ILT, Admin

Aug 1, 2018 to Sep 28, 2018

Not started

**MTSS, Interventions, Acceleration, Data analysis**

S1: MTSS Supports Schedule: MTSS team meets bi-weekly and creates a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created.

MTSS Lead, Admin, MTSS Team

Aug 20, 2018 to Feb 1, 2019

Not started

**MTSS**

S1: MTSS Goals and Metrics: Develop MTSS Program Goals (quantitative and qualitative) and identify metrics for future evaluation of program with success indicators for MTSS Strategy. Evaluation goals should include MTSS team goals, implementation goals and student achievement ensuring that we are monitoring EL's, transitioning EL's and DL's.

Admin, MTSS Lead, MTSS Team

Aug 20, 2018 to Sep 14, 2018

Not started

**MTSS, Goalsetting, Evaluation**

S1: MTSS School-Based Training: Create and implement PD for teaching staff prior to the school year that focuses on our MTSS process, criteria, supports and follow through.

MTSS Lead, ILT, Admin

Aug 20, 2018 to Aug 31, 2018

Not started

**MTSS**

S1: Curriculum Training: Train staff on intervention programs as needed.

MTSS Lead, Program Experts

Aug 27, 2018 to Aug 31, 2018

Not started

**MTSS, Interventions, Professional development**



S1: Data-Driven Instruction: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for EOY Spring Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process.

Admin

Aug 20, 2018 to  
Sep 28, 2018

Not started

**MTSS, Assessment**

S1: Curriculum and Assessment: Conduct Q1 grade release days led by curriculum coordinator to have teachers collaborate and analyze student work from their Q4 summative assessment, give feedback on Q1 summative assessment and create Q1 Unit Plans. Ensure that supports for EL's and DL's are included in the units.

Curriculum  
Coordinator, ILT,  
Admin

Aug 27, 2018 to  
Aug 31, 2018

Not started

**Assessment, Curriculum**

S1: Academic Supports and Communication: Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program.

MTSS Lead,  
Extended Day  
Program  
Coordinator

Sep 4, 2018 to  
Oct 12, 2018

Not started

**Intervention, Enrichment, After-school, Before-school**

S1: Data Driven Meetings: Conduct Data Days in Q1 to identify Tier 1, Tier 2, and Tier 3 students in reading and math; create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support.

ILT/Classroom  
Teachers

Oct 22, 2018 to  
Nov 2, 2018

Not started

**Assessment, Data driven instruction**

S1: Curriculum and Assessment Meeting: Conduct 2nd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q1, give feedback on Q2 summative assessment and create Q2 Unit Plans. Ensure that supports for EL's and DL's are included in the units.

Curriculum  
Coordinator, ILT,  
Admin

Jan 14, 2019 to  
Feb 1, 2019

Not started

**Assessment, Curriculum, Unit planning**

S1: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students.

ILT

Aug 27, 2018 to  
Jan 18, 2019

Not started

**English Learners, Instruction**

S2: MTSS Supports Schedule: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created.

Admin, MTSS Lead,  
MTSS Team, ILT

Jan 21, 2019 to  
Feb 8, 2019

Not started

**MTSS**

S2: MTSS Program Assessment: Mid-Year On Track/Off Track Evaluation of Program Goals; revise Off Track areas as needed

Admin, MTSS Lead,  
MTSS team

Feb 4, 2019 to  
Mar 1, 2019

Not started

**MTSS, Assessment, Evaluation**

S2: Data-Driven Instruction: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for MOY Winter Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process.

Admin

Jan 21, 2019 to Feb 8, 2019

Not started

**MTSS, Assessment**

S2: Data-Driven Meetings: Conduct Data Days at MOY (after data collection) to re-evaluate Tier 1, Tier 2, and Tier 3 students in reading and math; adjust students up/down in tiers based on results; revise/create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support.

MTSS Lead, MTSS Team, Admin

Jan 21, 2019 to Feb 1, 2019

Not started

**MTSS**

S2: Academic Supports and Communication: Based on information of Data Days, Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program.

MTSS Lead, MTSS Team, Admin

Jan 21, 2019 to Feb 1, 2019

Not started

**MTSS, Interventions, Student enrichment**

S2: Curriculum and Assessment Meeting: Conduct 3rd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q2, give feedback on Q3 summative assessment and create Q3 Unit Plans. Ensure that supports for EL's and DL's are included in the units.

Curriculum Coordinator, ILT, Admin

Jan 21, 2019 to Feb 1, 2019

Not started

**Assessment, Curriculum**

S2: Curriculum and Assessment Meeting: Conduct 4th Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q3, give feedback on Q4 summative assessment and create Q4 Unit Plans.

Curriculum Coordinator, ILT, Admin

Apr 2, 2018 to Apr 20, 2018

Not started

**Assessment, Curriculum**

S2: Year-End Evaluation: Conduct end-of-year MTSS program evaluation (mid-cycle strategy) based on identified Year 1 program goals.

MTSS Lead, MTSS Team, Admin

Jun 3, 2019 to Jun 14, 2019

Not started

**MTSS, Evaluation**

S2: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students.

ILT

Jan 21, 2019 to Jun 30, 2019

Not started

**Instruction, English language learners**

S3: Data-Driven Instruction Meeting: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for EOY Spring Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process.

Admin

Aug 1, 2019 to Aug 30, 2019

Not started

**MTSS, Assessment**

S3: BOY Program Assessment: Review EOY Evaluation; Revise areas of growth as needed	Admin, MTSS Lead, MTSS Team	Aug 26, 2019 to Sep 13, 2019	Not started
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**MTSS, Assessment, Evaluation**

S3: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created	Admin, MTSS Team,	Aug 26, 2019 to Jan 17, 2020	Not started
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**MTSS, Cycles of professional learning**

S3: Review and revise MTSS process that includes an established a clear criteria in which students enter and exit tier 1, tier 2 and Tier 3 in reading and math, identified schoolwide intervention resources for reading and math, clear distinctions between Tier 2 and 3 supports (length, intensity, group size, etc). Ensure that supports and materials take into account EL's, transitioning EL's and DL's.	Admin, MTSS team,	Jun 30, 2019 to Oct 5, 2019	Not started
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**MTSS, English language learners**

S3: Create and implement PD for teaching staff prior to the school year that focuses on our MTSS process (Include Lessons Learned from previous year), criteria, supports and follow through.	Admin, MTSS team, teachers	Aug 26, 2019 to Dec 23, 2019	Not started
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**MTSS**

S3: Train staff on intervention programs as needed.	Admin, ILT	Sep 23, 2019 to Jan 17, 2020	Not started
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S3: Conduct Q1 grade release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment, give feedback on Q1 summative assessment and create Q1 Unit Plans. Ensure that supports for EL's and DL's are included in the units.	Admin, ILT, Curriculum coordinator	Aug 20, 2018 to Jan 18, 2019	Not started
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**MTSS, Assessment, Curriculum Design, Data analysis, Assessment analysis**

S3: Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program	admin, after school coordinator,	Jan 17, 2020 to Jan 17, 2020	Not started
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S3: Conduct Data Days in Q1 to identify Tier 1, Tier 2, and Tier 3 students in reading and math; create student groupings and identify skills that students need being mindful of EL , transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support	admin, ILT, curr. coord.	Aug 26, 2019 to Jan 17, 2020	Not started
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**MTSS, Data analysis**

S3: Conduct 2nd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q1, give feedback on Q2 summative assessment and create Q2 Unit Plans. Ensure that supports for EL's and DL's are included in the units.	admin, ILT, Curr Coord	Jan 17, 2020 to Jan 17, 2020	Not started
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**Diverse Learners, Curriculum Design, English language learners**

S3: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students.

admin, ILT

Jan 17, 2020 to  
Jan 17, 2020

Not started

#### English Learners, Instruction

S4: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for MOY Winter Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process.

Admin

Jan 20, 2020 to  
Feb 7, 2020

Not started

#### MTSS, Assessment

S4: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created

admin, ilt, curr coord

Aug 26, 2019 to  
Jan 17, 2020

Not started

#### MTSS, Cycles of professional learning

S4: Mid Year: Check in on and do a progress report on evaluation criteria; adjust accordingly

admin,ILT, cur coord

Jan 17, 2020 to  
Jan 17, 2020

Not started

#### MTSS, Progress monitoring

S4: Conduct Data Days at MOY (after data collection) to re-evaluate Tier 1, Tier 2, and Tier 3 students in reading and math; adjust students up/down in tiers based on results; revise/create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support

admin, ILT, curr  
coord.

Jan 20, 2020 to  
Jan 20, 2020

Not started

#### MTSS, Data analysis

S4: Based on information of Data Days, Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program

after school  
coordinator

Jan 20, 2020 to  
Jan 20, 2020

Not started

#### MTSS, Progress monitoring, Academic supports

S4: Conduct 3rd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q2, give feedback on Q3 summative assessment and create Q3 Unit Plans. . Ensure that supports for EL's and DL's are included in the units.

curr coord., ILT

Feb 1, 2020 to  
Feb 1, 2020

Not started

#### MTSS, English Learners, Curriculum Design, Units of study

S4: Conduct 4th Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q3, give feedback on Q4 summative assessment and create Q4 Unit Plans. Ensure that supports for EL's and DL's are included in the units.

curr coord., ILT

Jun 1, 2020 to  
Jun 19, 2020

Not started

#### MTSS, Units of study, English language learners

S4: Conduct end-of-cycle MTSS program evaluation based on identified program goals.

MTSS Lead, MTSS  
Team, Admin

Jun 8, 2020 to  
Jun 19, 2020

Not started

#### MTSS, Evaluation

S4: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students.

ILT

Jun 30, 2020 to  
Jun 30, 2020

Not started

**English language learners**

Strategy 2

If we do...

Implement universal tiered SEL supports and restorative approaches to discipline

...then we see...

Positive interactions, improved attendance, increased engagement and overall student empowerment

...which leads to...

Students having an increased positive School experience

Tags:

MTSS, SEL, Restorative approaches, Curriculum

Area(s) of focus:

2, 5

Action step

Responsible

Timeframe

Status

S1: Provide staff with formal training on SEL curricula such as PATHS and 7 Habits.

Admin

Aug 1, 2018 to  
Aug 30, 2018

Not started

**Curriculum, Professional development, Mtss sel**

S1: Continue the development of the Behavioral Health Team and ensure diverse representation from each grade band.

Admin, BHT

Aug 1, 2018 to  
Aug 30, 2018

Not started

**Behavioral health team, Mtss sel**

S1: Develop a weekly SEL instruction implementation (Paths or 7 Habits) schedule for each classroom.

ILT, Grade level meeting facilitator

Aug 1, 2018 to  
Aug 30, 2018

Not started

**Mtss sel**

S1: Provide training for Behavioral Health Team to attend training on Restorative Justice Practices.

Admin, BHT

Aug 20, 2018 to  
Nov 2, 2018

Not started

**Restorative justice, Mtss sel**

S1: Provide staff with training on Cultural Competence.

Admin, BHT

Aug 20, 2018 to  
Nov 2, 2018

Not started

**Mtss sel, Cultural competence**

S1: Develop a schoolwide monthly theme calendar to celebrate diversity and culture and implement schoolwide decor and messages to build awareness.

Admin, Teacher Leaders

Aug 1, 2018 to  
Aug 30, 2018

Not started

**Diversity, Cultural competence**

S1: Continue developing a comprehensive, tiered attendance plan with clear expectations and communication to all stakeholders (i.e. parents, students, staff) to recognize and celebrate attendance achievements and increase targeted supports for absenteeism and truancy.

Admin, ILT

Aug 1, 2018 to  
Aug 30, 2018

Not started

**Attendance**

S1: Create clear, shareable, MTSS process that includes established criteria for eligibility to receive Tier 1, Tier 2 and Tier 3 SEL supports; identify schoolwide SEL intervention resources; develop clear distinctions between Tier 2 and Tier 3 supports (length, intensity, group size, etc); develop regular parent communication.	Admin, BHT	Aug 1, 2018 to Aug 30, 2018	Not started
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**MTSS, SEL, Behavioral health team**

S1: Develop Program Evaluation goals (quantitative and qualitative) with success indicators for MTSS SEL strategy. Eval goals should include MTSS team goals, implementation goals and student achievement.	Admin, BHT	Aug 1, 2018 to Aug 30, 2018	Not started
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**MTSS, SEL, Goal setting, Evaluation**

S2: Provide follow up coaching/training on implementation of Schoolwide SEL curricula on PATHS and 7 Habits.	Admin, ILT	Jan 21, 2019 to Feb 1, 2019	Not started
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**MTSS, SEL**

S2: Progress monitor schoolwide weekly implementation of SEL curriculum.	ILT, Grade level meeting facilitator	Jan 21, 2019 to Feb 1, 2019	Not started
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**MTSS, SEL, Progress monitoring**

S2: BHT will implement restorative practices in their related areas.	BHT	Feb 4, 2019 to Jun 14, 2019	Not started
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**Restorative approaches, Behavioral health team**

S2: BHT will provide training on Restorative Justice Practices to Staff	BHT, ILT	Apr 9, 2018 to May 4, 2018	Not started
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**Restorative approaches, Professional development, Behavioral health team**

S2: Develop a student-led committee tasked with leading the implementation of school monthly themes and activities recognizing and celebrating diversity and culture.	Admin, Teacher Leader, Student Committee	Jan 28, 2019 to Feb 22, 2019	Not started
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**Cultural competence, Student committee**

S3: Provide thorough introductory training for new/untrained staff on schoolwide SEL curriculum (Paths, 7 Habits) and provide refresher training to trained staff to clarify/reinforce implementation.	Admin	Aug 27, 2018 to Sep 28, 2018	Not started
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**SEL, Curriculum, Professional development**

S3: Continue development of BHT to ensure team is well represented.	Admin, BHT	Aug 27, 2018 to Sep 14, 2018	Not started
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**Behavioral health team**

S3: Revise the schoolwide SEL curriculum (Paths or 7 Habits) implementation schedule as needed and progress monitor implementation.	ILT, Grade level meeting facilitator	select	Not started
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**SEL**

S3: BHT will provide training to staff on Restorative Justice Practices and lead Restorative Justice practices and programs within the school.	BHT, ILT	Aug 27, 2018 to Sep 28, 2018	Not started
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**Restorative approaches, Professional development, Behavioral health team**

S3: The student led committee of 6th graders will review and revise the school wide monthly theme calendar. The committee will lead the implementation of the schoolwide monthly theme and activities recognizing and celebrating diversity in our school.	Admin, Teacher Leader, Student Committee	Aug 27, 2018 to Sep 28, 2018	Not started
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**Cultural competence, Student committee**

S4: Staff will receive follow up coaching on SEL Curriculum implementation	Admin, ILT	Jan 27, 2020 to Feb 14, 2020	Not started
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**Professional Learning, SEL, Curriculum**

S4: Continue Progress Monitoring weekly implementation of SEL Curriculum Implementation.	ILT, Grade level meeting facilitator	Jan 27, 2020 to Feb 14, 2020	Not started
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**SEL, Curriculum, Progress monitoring**

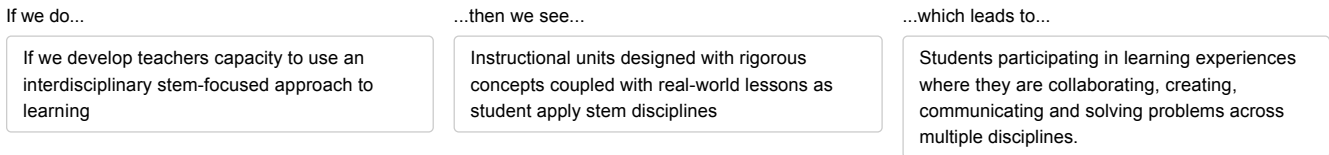
S4: BHT will continue implementation of Restorative Justice practices and programs within the school.	BHT, ILT	Jan 29, 2018 to Feb 23, 2018	Not started
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**Restorative approaches, Behavioral health team**

S4: The student led committee will continue the implementation of the schoolwide monthly theme and activities recognizing and celebrating diversity in our school.	Admin, Teacher Leader, Student Committee	Jan 20, 2020 to Feb 14, 2020	Not started
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**Cultural competence, Student committee**

**Strategy 3**



Tags:  
Curriculum Design, Stem, Ngss, Interdisciplinary units

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
S1: PD to create a common vision and expectations for STEM implementation at Jungman	Admin, ILT, STEM Specialists	Aug 13, 2018 to Aug 31, 2018	Not started

**Stem**

S1: Conduct a needs assessment to identify what supports are needed for the staff; Identification of needed resources and supports (professional development, conferences, events)	Admin, ILT, STEM Specialists	Aug 12, 2018 to Aug 31, 2018	Not started
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**Professional development, Stem**

S1: Identify teacher leaders within respective content areas to create a STEM focused team; Have team build out cycle of learning to integrate CCSS, Social Science Standards and NGSS	Admin, ILT, STEM Specialists	Jun 21, 2018 to Aug 31, 2018	Not started
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**Stem, Teacher leaders**

S1: PD to support teacher's learning of how to leverage technology to demonstrate student knowledge.	STEM team, Admin	Aug 20, 2018 to Oct 26, 2018	Not started
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**Technology, Stem**

S1: Teachers attend Golden Apple STEM summer Institute PD. In SY19, send teachers to Advanced and begin another cohort of Beginner PD.	Year 1 Cohort, Year 2 Cohort, admin	Jul 1, 2018 to Jul 28, 2018	Not started
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**Professional Learning, Stem**

S1: Integrate 1 STEM challenge into each unit. Include evidence of STEM challenge into Grade Release Days.	Teacher, STEM Specialists, curriculum coordinator	Sep 3, 2018 to Jan 25, 2019	Not started
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**Curriculum Design, Stem**

S1: STEM themed back to school celebration.	admin, committee for outside school events, teachers	Aug 6, 2018 to Aug 31, 2018	Not started
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**Stem, Back to school forum**

S1: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant	admin, STEM team, Central office, US Dept of Ed	Jun 30, 2018 to Oct 6, 2018	Not started
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**Grants, Stem, Goal setting**

S1: Work with AIR to develop tools to support the documentation and program evaluation for MSAP grant.	admins, STEM team, Central office, AIR	Jun 1, 2018 to Aug 31, 2018	Not started
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**Grants, Stem, Goal setting**

S2: Through teacher collaboration, develop a mini-interdisciplinary STEM unit across grade level content areas that will be implemented in the first week of June.	curr coord., STEM specialists	Feb 4, 2019 to May 31, 2019	Not started
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**Curriculum Design, Stem**

S2: Integrate 1 STEM challenge into each unit. Include evidence of STEM challenge into Grade Release Days	Teacher, STEM Specialists, curriculum coordinator	Feb 4, 2019 to Jun 7, 2019	Not started
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**Stem**

S2: Teachers attend follow up Golden Apple Training.	teachers attending sessions, admin, STEM Team	Jan 21, 2019 to Jul 1, 2019	Not started
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**Professional Learning, Stem**

S2: STEM Challenge Night	STEM specialists, teachers	Jan 20, 2019 to Jun 28, 2019	Not started
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**Stem, Stem nights**



S2: Professional development on UBD by Wiggins and McTighe: Schooling by Design	STEM Team, Admin, Grade-band STEM Lead Teachers	Jan 21, 2019 to Jun 29, 2019	Not started
<b>Professional Learning, Curriculum</b>			
S2: Project Syncere: Engineering Integration event for students and parents as a culminating event to the E2SP program	STEM specialists	Jan 21, 2019 to Jun 7, 2019	Not started
<b>Stem, Engineering design process</b>			
S2: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant	Admin, STEM Team, Central Office, US Dept of Ed	Jan 21, 2019 to Jun 28, 2019	Not started
<b>Stem, Evaluation</b>			
S2: Implement interdisciplinary mini-unit. Use grade levels to assess implementation and record notes of successes, challenges, missed opportunities and feedback to improve the process. Conduct survey of students and staff about the implementation of the mini-unit	STEM specialists, curriculum coordinator	Jan 21, 2019 to Jun 28, 2019	Not started
<b>Curriculum Design, Interdisciplinary units</b>			
S3: Teachers attend Golden Apple PD. In SY20, send teachers to Advanced and begin another cohort of Beginner PD	Admin, Year 1 Cohort and Year 2 Cohort	Jul 1, 2019 to Aug 2, 2019	Not started
<b>Professional Learning, Stem</b>			
S3: Collaborate across disciplines to develop Q1 interdisciplinary unit; Acquire resources to implement unit.	Admin, STEM specialists, curriculum coordinator	Aug 13, 2018 to Aug 31, 2018	Not started
<b>Curriculum Design, Interdisciplinary units, Collaboration</b>			
S3: Implement interdisciplinary unit; Conduct weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed.	Admin, STEM Specialists, curriculum coordinator	Aug 19, 2019 to Jan 31, 2020	Not started
<b>Collaboration</b>			
S3: STEM-themed back to school celebration	admin, STEM team, outside events committee	Aug 26, 2019 to Aug 30, 2019	Not started
<b>Stem, Back to school forum</b>			
S3: Student-led STEM open house to showcase the projects created as part of first interdisciplinary unit	STEM specialists, teachers	Aug 27, 2018 to Sep 28, 2018	Not started
<b>Stem, Open house</b>			
S3: Create sustainable templates and "teaching trunks" that house the interdisciplinary unit resources and final unit plans and assessments	teachers, STEM Specialists, curriculum coordinator	Aug 19, 2019 to Jan 31, 2020	Not started

**Curriculum Design**

S3: STEM Release Day to reflect and refine Q1 unit implementation; begin building out Q3 interdisciplinary unit

STEM Specialists,  
curriculum  
coordinator,  
teachers

Nov 4, 2019 to  
Nov 29, 2019

Not started

**Professional Learning, Collaboration, Unit planning**

S3: Provide professional development time during Q2 to build out Q3 interdisciplinary unit.

STEM Specialists,  
curriculum  
coordinator,  
teachers

Nov 4, 2019 to  
Jan 31, 2020

Not started

**Curriculum Design, Stem, Interdisciplinary units**

S4: Teachers attend follow up Golden Apple Training

Year 1 and Year 2  
Cohort teachers,  
admin

Apr 6, 2020 to  
Jun 19, 2020

Not started

**Instructional Coaching, Stem**

S4: Implement interdisciplinary unit; Conduct weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed.

STEM Specialists,  
admin, curriculum  
coordinator

Feb 3, 2020 to  
Jun 5, 2020

Not started

**Curriculum Design, Stem, Interdisciplinary units, Coaching support**

S4: Student led STEM open house to showcase the STEM-themed interdisciplinary projects.

STEM Specialists,  
teachers

Feb 3, 2020 to  
Jun 5, 2020

Not started

**Family and Community Engagement, Stem, Student voice, Interdisciplinary units**

S4: Weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed.

Admin, STEM  
Specialists,  
curriculum  
coordinators

Feb 3, 2020 to  
Jun 5, 2020

Not started

**Curriculum Design, Stem, Interdisciplinary units**

S4: Stem Release Day to reflect and refine Q3 unit implementation.

Admin, STEM  
Specialists,  
curriculum  
coordinators,  
teachers

Apr 6, 2020 to  
Jun 5, 2020

Not started

**Curriculum Design, Stem, Interdisciplinary units**

S4: Create sustainable templates and "teaching trunks" that house the interdisciplinary unit resources

STEM Specialists,  
teachers, curriculum  
coordinator

Feb 3, 2020 to  
Jun 5, 2020

Not started

**Instructional material, Instructional units**

S4: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant

Admin, STEM Team,  
Central Office, US  
Dept of Ed

Feb 3, 2020 to  
Jun 5, 2020

Not started

**Stem, Evaluation**

Action Plan

Strategy 1

NOT STARTED

S1: Data Driven Meetings: Conduct Data Days in Q1 to identify Tier 1, Tier 2, and Tier 3 students in reading and math; create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support."

Oct 22, 2018 to Nov 02, 2018 - ILT/Classroom Teachers

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Gradebook tool/ Data tracking documents

NOT STARTED

S1: Academic Supports and Communication: Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program."

Sep 04, 2018 to Oct 12, 2018 - MTSS Lead, Extended Day Program Coordinator

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Surveys and communications in shared MTSS folder; Cityspan Classes.

NOT STARTED

S1: Curriculum Training: Train staff on intervention programs as needed."

Aug 27, 2018 to Aug 31, 2018 - MTSS Lead, Program Experts

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Curriculum Training Agendas

NOT STARTED

S1: MTSS School-Based Training: Create and implement PD for teaching staff prior to the school year that focuses on our MTSS process, criteria, supports and follow through."

Aug 20, 2018 to Aug 31, 2018 - MTSS Lead, ILT, Admin

### Status history



NOT STARTED

May 07, 2018

**Evidence**

MTSS School-Based Training Agenda

NOT STARTED

S1: MTSS Criteria and Communication: Create clear, shareable, MTSS process that includes an established criteria in which students enter and exit Tier 1, Tier 2 and Tier 3 in reading and math; identify schoolwide intervention resources for reading and math; develop clear distinctions between Tier 2 and 3

supports (length, intensity, group size, etc); develop regular parent communications. Ensure that the supports provided to students include considerations for EL and DL students"

Aug 01, 2018 to Sep 28, 2018 - MTSS Lead, ILT, Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

MTSS Folder with school-based documentation.

NOT STARTED

S1: Curriculum and Assessment: Conduct Q1 grade release days led by curriculum coordinator to have teachers collaborate and analyze student work from their Q4 summative assessment, give feedback on Q1 summative assessment and create Q1 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

Aug 27, 2018 to Aug 31, 2018 - Curriculum Coordinator, ILT, Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Units and assessments.

NOT STARTED

S2: Data-Driven Meetings: Conduct Data Days at MOY (after data collection) to re-evaluate Tier 1, Tier 2, and Tier 3 students in reading and math; adjust students up/down in tiers based on results; revise/create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support."

Jan 21, 2019 to Feb 01, 2019 - MTSS Lead, MTSS Team, Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Gradebook tool/ Data tracking documents

NOT STARTED

S2: Academic Supports and Communication: Based on information of Data Days, Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program."

Jan 21, 2019 to Feb 01, 2019 - MTSS Lead, MTSS Team, Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Surveys and communications in shared MTSS folder; Cityspan Classes.

NOT STARTED

S3: Review and revise MTSS process that includes an established a clear criteria in which students enter and exit tier 1, tier 2 and Tier 3 in reading and math, identified schoolwide intervention resources for reading and math, clear distinctions between Tier 2 and 3 supports (length, intensity, group size, etc). Ensure that supports and materials take into account EL's, transitioning EL's and DL's."

Jun 30, 2019 to Oct 05, 2019 - Admin, MTSS team,

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

MTSS process document

NOT STARTED

S3: Create and implement PD for teaching staff prior to the school year that focuses on our MTSS process (Include Lessons Learned from previous year), criteria, supports and follow through."

Aug 26, 2019 to Dec 23, 2019 - Admin, MTSS team, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

PD agenda's

NOT STARTED

S3: Train staff on intervention programs as needed."

Sep 23, 2019 to Jan 17, 2020 - Admin, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

PD's, Staff needs assessment

NOT STARTED

S3: Conduct Q1 grade release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment, give feedback on Q1 summative assessment and create Q1 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

Aug 20, 2018 to Jan 18, 2019 - Admin, ILT, Curriculum coordinator

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Agenda

NOT STARTED

S1: Curriculum and Assessment Meeting: Conduct 2nd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q1, give feedback on Q2 summative assessment and create Q2 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

Jan 14, 2019 to Feb 01, 2019 - Curriculum Coordinator, ILT, Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Units and Assessments

NOT STARTED

S3: Conduct 2nd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q1, give feedback on Q2 summative assessment and create Q2 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
agenda, units

**NOT STARTED**  
S2: Curriculum and Assessment Meeting: Conduct 3rd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q2, give feedback on Q3 summative assessment and create Q3 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Instructional Units and Assessments

**NOT STARTED**  
S2: Curriculum and Assessment Meeting: Conduct 4th Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q3, give feedback on Q4 summative assessment and create Q4 Unit Plans."

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Instruction Units and Assessments

**NOT STARTED**  
S3: Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program"

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Program rosters, student data sheets

**NOT STARTED**  
S3: Conduct Data Days in Q1 to identify Tier 1, Tier 2, and Tier 3 students in reading and math; create student groupings and identify skills that students need being mindful of EL , transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support"

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
agenda's, data analysis protocols

NOT STARTED  
S4: Conduct Data Days at MOY (after data collection) to re-evaluate Tier 1, Tier 2, and Tier 3 students in reading and math; adjust students up/down in tiers based on results; revise/create student groupings and identify skills that students need being mindful of EL, transitioning EL's and DL students. Use multiple assessment measures to align instructional supports; determine students for after school academies for reading/math support"

Jan 20, 2020 to Jan 20, 2020 - admin, ILT, curr coord.

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
agenda, data protocols

NOT STARTED  
S4: Based on information of Data Days, Create after school academic supports (students identified at Data Days) and before school enrichment classes; included in this is interest surveys, parent communication and meeting with supervising staff to ensure expectations of each program"

Jan 20, 2020 to Jan 20, 2020 - after school coordinator

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
rosters, attendance

NOT STARTED  
S4: Conduct 3rd Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q2, give feedback on Q3 summative assessment and create Q3 Unit Plans. . Ensure that supports for EL's and DL's are included in the units."

Feb 01, 2020 to Feb 01, 2020 - curr coord., ILT

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
agendas, units

NOT STARTED  
S4: Conduct 4th Quarter release days led by curriculum coordinator to have teachers collaborate and analyze student work from their summative assessment of Q3, give feedback on Q4 summative assessment and create Q4 Unit Plans. Ensure that supports for EL's and DL's are included in the units."

Jun 01, 2020 to Jun 19, 2020 - curr coord., ILT

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
agenda, units

NOT STARTED  
S1: MTSS Supports Schedule: MTSS team meets bi-weekly and creates a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created."

Aug 20, 2018 to Feb 01, 2019 - MTSS Lead, Admin, MTSS Team

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

MTSS Supports Schedule and Agendas

NOT STARTED

S2: MTSS Supports Schedule: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created."

Jan 21, 2019 to Feb 08, 2019 - Admin, MTSS Lead, MTSS Team, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

MTSS Supports Schedule and Agendas

NOT STARTED

S3: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created"

Aug 26, 2019 to Jan 17, 2020 - Admin, MTSS Team,

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Meeting notes/agenda

NOT STARTED

S4: MTSS team meet bi-weekly and create a cycle of support (training, PD, peer observation, etc) with accountability (classroom visits, walks, etc) for implementation to the MTSS plan that is created"

Aug 26, 2019 to Jan 17, 2020 - admin, ilt, curr coord

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda, meeting minutes

NOT STARTED

S1: MTSS Goals and Metrics: Develop MTSS Program Goals (quantitative and qualitative) and identify metrics for future evaluation of program with success indicators for MTSS Strategy. Evaluation goals should include MTSS team goals, implementation goals and student achievement ensuring that we are monitoring EL's, transitioning EL's and DL's."

Aug 20, 2018 to Sep 14, 2018 - Admin, MTSS Lead, MTSS Team

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

MTSS Goals and Metrics 1-pager



NOT STARTED

S2: MTSS Program Assessment: Mid-Year On Track/Off Track Evaluation of Program Goals; revise Off Track areas as needed"

Feb 04, 2019 to Mar 01, 2019 - Admin, MTSS Lead, MTSS team

### Status history



NOT STARTED

May 07, 2018

**Evidence**

MTSS Tracker/On Track/Off Track Data

NOT STARTED

S3: BOY Program Assessment: Review EOY Evaluation; Revise areas of growth as needed"

Aug 26, 2019 to Sep 13, 2019 - Admin, MTSS Lead, MTSS Team

### Status history



NOT STARTED

May 07, 2018

**Evidence**

MTSS Tracker/On Track/Off Track Data

NOT STARTED

S2: Year-End Evaluation: Conduct end-of-year MTSS program evaluation (mid-cycle strategy) based on identified Year 1 program goals."

Jun 03, 2019 to Jun 14, 2019 - MTSS Lead, MTSS Team, Admin

### Status history



NOT STARTED

May 07, 2018

**Evidence**

MTSS Tracker/On Track/Off Track Data

NOT STARTED

S4: Mid Year: Check in on and do a progress report on evaluation criteria; adjust accordingly"

Jan 17, 2020 to Jan 17, 2020 - admin,ILT, cur coord

### Status history



NOT STARTED

May 07, 2018

**Evidence**

progress setting tool,

NOT STARTED

S4: Conduct end-of-cycle MTSS program evaluation based on identified program goals."

Jun 08, 2020 to Jun 19, 2020 - MTSS Lead, MTSS Team, Admin

### Status history



NOT STARTED

May 07, 2018

**Evidence**

program evaluation presentation

NOT STARTED

S1: Data-Driven Instruction: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for EOY Spring Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning

EL's, DL's, Tier 2, Tier 3, and students in the referral process."

Aug 20, 2018 to Sep 28, 2018 - Admin

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Completed data driven instruction templates - EOY to MOY.

**NOT STARTED**  
S2: Data-Driven Instruction: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for MOY Winter Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process."

Jan 21, 2019 to Feb 08, 2019 - Admin

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Completed data driven instruction templates- MOY to EOY.

**NOT STARTED**  
S3: Data-Driven Instruction Meeting: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for EOY Spring Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process."

Aug 01, 2019 to Aug 30, 2019 - Admin

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
Completed data driven instruction templates- EOY to MOY.

**NOT STARTED**  
S4: Conduct vertical NWEA MAP math assessment meeting to analyze relative strengths and areas of focus for planning responsive instruction based on the NWEA Instructional Insights Report for MOY Winter Data. Ensure that data is analyzed in terms of Whole group, EL's, transitioning EL's, DL's, Tier 2, Tier 3, and students in the referral process."

Jan 20, 2020 to Feb 07, 2020 - Admin

## Status history

May 7

**NOT STARTED** May 07, 2018  
**Evidence**  
agenda, meeting artifacts, data protocols

**NOT STARTED**  
S1: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students."

Aug 27, 2018 to Jan 18, 2019 - ILT

## Status history

May 7

NOT STARTED May 07, 2018  
**Evidence**  
Grade level meeting notes, agendas,

NOT STARTED  
S2: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students."  
Jan 21, 2019 to Jun 30, 2019 - ILT

### Status history



NOT STARTED May 07, 2018  
**Evidence**  
Agenda, Grade level meeting notes

NOT STARTED  
S3: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students."  
Jan 17, 2020 to Jan 17, 2020 - admin, ILT

### Status history



NOT STARTED May 07, 2018  
**Evidence**  
agenda, meeting notes, artifacts

NOT STARTED  
S4: ILT will identify 4 QTEL strategies to develop staff on. A cycle of learning will be created to include teacher supports for the strategies to support our EL students."  
Jun 30, 2020 to Jun 30, 2020 - ILT

### Status history



NOT STARTED May 07, 2018  
**Evidence**  
agenda, meeting notes, PD artifacts

## Strategy 2

NOT STARTED S1: Provide staff with formal training on SEL curricula such as PATHS and 7 Habits."  
Aug 01, 2018 to Aug 30, 2018 - Admin

### Status history



NOT STARTED May 07, 2018  
**Evidence**  
agenda's, meeting artifacts

NOT STARTED S1: Continue the development of the Behavioral Health Team and ensure diverse representation from each grade band."

Aug 01, 2018 to Aug 30, 2018 - Admin, BHT

## Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
agenda, meeting minutes

**NOT STARTED** S1: Develop a weekly SEL instruction implementation (Paths or 7 Habits) schedule for each classroom."

Aug 01, 2018 to Aug 30, 2018 - ILT, Grade level meeting facilitator

## Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
schedule

**NOT STARTED** S1: Provide training for Behavioral Health Team to attend training on Restorative Justice Practices."

Aug 20, 2018 to Nov 02, 2018 - Admin, BHT

## Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
pd agendas, meeting minutes

**NOT STARTED** S1: Provide staff with training on Cultural Competence."

Aug 20, 2018 to Nov 02, 2018 - Admin, BHT

## Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
meeting agenda

**NOT STARTED**

S1: Develop a schoolwide monthly theme calendar to celebrate diversity and culture and implement schoolwide decor and messages to build awareness."

Aug 01, 2018 to Aug 30, 2018 - Admin, Teacher Leaders

## Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
list of themes, school showcases/projects

**NOT STARTED**

S1: Continue developing a comprehensive, tiered attendance plan with clear expectations and communication to all stakeholders (i.e. parents, students, staff) to recognize and celebrate attendance achievements and increase targeted supports for absenteeism and truancy."

Aug 01, 2018 to Aug 30, 2018 - Admin, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

attendance tracking, parent communication logs, attendance celebration

NOT STARTED

S1: Create clear, shareable, MTSS process that includes established criteria for eligibility to receive Tier 1, Tier 2 and Tier 3 SEL supports; identify schoolwide SEL intervention resources; develop clear distinctions between Tier 2 and Tier 3 supports (length, intensity, group size, etc); develop regular parent communication."

Aug 01, 2018 to Aug 30, 2018 - Admin, BHT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

parent communication tracker

NOT STARTED

S1: Develop Program Evaluation goals (quantitative and qualitative) with success indicators for MTSS SEL strategy. Eval goals should include MTSS team goals, implementation goals and student achievement."

Aug 01, 2018 to Aug 30, 2018 - Admin, BHT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

program goals, presentation of where we are at with goals, successes with MTSS process

NOT STARTED

S2: Provide follow up coaching/training on implementation of Schoolwide SEL curricula on PATHS and 7 Habits."

Jan 21, 2019 to Feb 01, 2019 - Admin, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

SEL implementation, schedule that includes SEL, grade level meeting agendas where it is discussed

NOT STARTED

S2: Progress monitor schoolwide weekly implementation of SEL curriculum."

Jan 21, 2019 to Feb 01, 2019 - ILT, Grade level meeting facilitator

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

grade level agendas where implementation is discussed

NOT STARTED

S2: BHT will implement restorative practices in their related areas."

Feb 04, 2019 to Jun 14, 2019 - BHT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agendas, evidence of classroom support through communication/student created artifacts

NOT STARTED

S2: BHT will provide training on Restorative Justice Practices to Staff"

Apr 09, 2018 to May 04, 2018 - BHT, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda

NOT STARTED

S2: Develop a student-led committee tasked with leading the implementation of school monthly themes and activities recognizing and celebrating diversity and culture."

Jan 28, 2019 to Feb 22, 2019 - Admin, Teacher Leader, Student Committee

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda

NOT STARTED

S3: Provide thorough introductory training for new/untrained staff on schoolwide SEL curriculum (Paths, 7 Habits) and provide refresher training to trained staff to clarify/reinforce implementation."

Aug 27, 2018 to Sep 28, 2018 - Admin

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda

NOT STARTED

S3: Continue development of BHT to ensure team is well represented."

Aug 27, 2018 to Sep 14, 2018 - Admin, BHT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda and meeting minutes

NOT STARTED

S3: Revise the schoolwide SEL curriculum (Paths or 7 Habits) implementation schedule as needed and progress monitor implementation."

- ILT, Grade level meeting facilitator

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

needs assessment, policy/expectations changes

NOT STARTED

S3: BHT will provide training to staff on Restorative Justice Practices and lead Restorative Justice practices and programs within the school."

Aug 27, 2018 to Sep 28, 2018 - BHT, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agendas

NOT STARTED

S3: The student led committee of 6th graders will review and revise the school wide monthly theme calendar. The committee will lead the implementation of the schoolwide monthly theme and activities recognizing and celebrating diversity in our school."

Aug 27, 2018 to Sep 28, 2018 - Admin, Teacher Leader, Student Committee

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda and meeting products

NOT STARTED

S4: Staff will receive follow up coaching on SEL Curriculum implementation"

Jan 27, 2020 to Feb 14, 2020 - Admin, ILT

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

agenda for coaching visits

NOT STARTED

S4: Continue Progress Monitoring weekly implementation of SEL Curriculum Implementation."

Jan 27, 2020 to Feb 14, 2020 - ILT, Grade level meeting facilitator

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

progress monitoring documentation

NOT STARTED

S4: BHT will continue implementation of Restorative Justice practices and programs within the school."

Jan 29, 2018 to Feb 23, 2018 - BHT, ILT

## Status history

May 7

NOT STARTED

May 07, 2018  
**Evidence**  
agenda

NOT STARTED

S4: The student led committee will continue the implementation of the schoolwide monthly theme and activities recognizing and celebrating diversity in our school."

Jan 20, 2020 to Feb 14, 2020 - Admin, Teacher Leader, Student Committee

## Status history

May 7

NOT STARTED

May 07, 2018  
**Evidence**  
agenda and meeting artifacts

### Strategy 3

NOT STARTED

S1: Conduct a needs assessment to identify what supports are needed for the staff; Identification of needed resources and supports (professional development, conferences, events)"

Aug 12, 2018 to Aug 31, 2018 - Admin, ILT, STEM Specialists

## Status history

May 7

NOT STARTED

May 07, 2018  
**Evidence**  
Agenda, Google Form participant results

NOT STARTED

S1: Identify teacher leaders within respective content areas to create a STEM focused team; Have team build out cycle of learning to integrate CCSS, Social Science Standards and NGSS"

Jun 21, 2018 to Aug 31, 2018 - Admin, ILT, STEM Specialists

## Status history

May 7

NOT STARTED

May 07, 2018  
**Evidence**  
Agenda, team composition report, Learning Hub registration

NOT STARTED

S1: PD to create a common vision and expectations for STEM implementation at Jungman"

Aug 13, 2018 to Aug 31, 2018 - Admin, ILT, STEM Specialists

## Status history

May 7

NOT STARTED

May 07, 2018  
**Evidence**  
Meeting agenda, Learning Hub registration



**NOT STARTED** S1: PD to support teacher's learning of how to leverage technology to demonstrate student knowledge."  
Aug 20, 2018 to Oct 26, 2018 - STEM team, Admin

### Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
Agenda, Learning Hub registration, Instructional Units

**NOT STARTED** S1: Teachers attend Golden Apple STEM summer Institute PD. In SY19, send teachers to Advanced and begin another cohort of Beginner PD."  
Jul 01, 2018 to Jul 28, 2018 - Year 1 Cohort, Year 2 Cohort, admin

### Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
Agendas

**NOT STARTED** S3: Teachers attend Golden Apple PD. In SY20, send teachers to Advanced and begin another cohort of Beginner PD"  
Jul 01, 2019 to Aug 02, 2019 - Admin, Year 1 Cohort and Year 2 Cohort

### Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
Agendas

**NOT STARTED** S2: Teachers attend follow up Golden Apple Training."  
Jan 21, 2019 to Jul 01, 2019 - teachers attending sessions, admin, STEM Team

### Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
Agenda

**NOT STARTED** S4: Teachers attend follow up Golden Apple Training"  
Apr 06, 2020 to Jun 19, 2020 - Year 1 and Year 2 Cohort teachers, admin

### Status history



**NOT STARTED** May 07, 2018  
**Evidence**  
Meeting agendas

**NOT STARTED** S1: Integrate 1 STEM challenge into each unit. Include evidence of STEM challenge into Grade Release Days."  
Sep 03, 2018 to Jan 25, 2019 - Teacher, STEM Specialists, curriculum coordinator

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Student artifacts, Grade Release Agenda, instructional units

NOT STARTED

S1: STEM themed back to school celebration."

Aug 06, 2018 to Aug 31, 2018 - admin, committee for outside school events, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Flyer for event, Planning committee agenda notes

NOT STARTED

S1: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant"

Jun 30, 2018 to Oct 06, 2018 - admin, STEM team, Central office, US Dept of Ed

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Meeting agenda, goals document

NOT STARTED

S1: Work with AIR to develop tools to support the documentation and program evaluation for MSAP grant."

Jun 01, 2018 to Aug 31, 2018 - admins, STEM team, Central office, AIR

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

AIR formative implementation findings

NOT STARTED

S2: Through teacher collaboration, develop a mini-interdisciplinary STEM unit across grade level content areas that will be implemented in the first week of June."

Feb 04, 2019 to May 31, 2019 - curr coord., STEM specialists

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

instructional units

NOT STARTED

S2: Integrate 1 STEM challenge into each unit. Include evidence of STEM challenge into Grade Release Days"

Feb 04, 2019 to Jun 07, 2019 - Teacher, STEM Specialists, curriculum coordinator

## Status history

NOT STARTED

May 07, 2018

**Evidence**

Student artifacts, Grade Release Agenda, instructional units

NOT STARTED

S2: STEM Challenge Night"

Jan 20, 2019 to Jun 28, 2019 - STEM specialists, teachers

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Agenda, flyer

NOT STARTED

S2: Professional development on UBD by Wiggins and McTighe: Schooling by Design"

Jan 21, 2019 to Jun 29, 2019 - STEM Team, Admin, Grade-band STEM Lead Teachers

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Agenda, Learning Hub registration

NOT STARTED

S2: Project Syncere: Engineering Integration event for students and parents as a culminating event to the E2SP program"

Jan 21, 2019 to Jun 07, 2019 - STEM specialists

### Status history



NOT STARTED

May 07, 2018

**Evidence**

flyer, student projects

NOT STARTED

S2: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant"

Jan 21, 2019 to Jun 28, 2019 - Admin, STEM Team, Central Office, US Dept of Ed

### Status history



NOT STARTED

May 07, 2018

**Evidence**

implementation reports

NOT STARTED

S2: Implement interdisciplinary mini-unit. Use grade levels to assess implementation and record notes of successes, challenges, missed opportunities and feedback to improve the process. Conduct survey of students and staff about the implementation of the mini-unit"

Jan 21, 2019 to Jun 28, 2019 - STEM specialists, curriculum coordinator

### Status history



NOT STARTED

May 07, 2018

**Evidence**

Instructional units, Grade Release Agendas, Google Form survey results

NOT STARTED

S3: Collaborate across disciplines to develop Q1 interdisciplinary unit; Acquire resources to implement unit."

Aug 13, 2018 to Aug 31, 2018 - Admin, STEM specialists, curriculum coordinator

### Status history



May 7

NOT STARTED

May 07, 2018

**Evidence**

Meeting agendas, learning hub registration, Instructional units

NOT STARTED

S3: Implement interdisciplinary unit; Conduct weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed."

Aug 19, 2019 to Jan 31, 2020 - Admin, STEM Specialists, curriculum coordinator

### Status history



May 7

NOT STARTED

May 07, 2018

**Evidence**

Meeting agendas, instructional units

NOT STARTED

S3: STEM-themed back to school celebration"

Aug 26, 2019 to Aug 30, 2019 - admin, STEM team, outside events committee

### Status history



May 7

NOT STARTED

May 07, 2018

**Evidence**

Event flyers and planning committee agendas

NOT STARTED

S3: Student-led STEM open house to showcase the projects created as part of first interdisciplinary unit"

Aug 27, 2018 to Sep 28, 2018 - STEM specialists, teachers

### Status history



May 7

NOT STARTED

May 07, 2018

**Evidence**

Event flyers and planning committee agendas

NOT STARTED

S3: Create sustainable templates and "teaching trunks" that house the interdisciplinary unit resources and final unit plans and assessments"

Aug 19, 2019 to Jan 31, 2020 - teachers, STEM Specialists, curriculum coordinator

### Status history



May 7

NOT STARTED

May 07, 2018

**Evidence**

Instructional units with materials lists and indicator of where instructional materials are stored.

NOT STARTED

S3: STEM Release Day to reflect and refine Q1 unit implementation; begin building out Q3 interdisciplinary unit"

Nov 04, 2019 to Nov 29, 2019 - STEM Specialists, curriculum coordinator, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Grade Release Agenda, Instructional Units, Learning Hub registration

NOT STARTED

S3: Provide professional development time during Q2 to build out Q3 interdisciplinary unit."

Nov 04, 2019 to Jan 31, 2020 - STEM Specialists, curriculum coordinator, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Meeting Agenda, Instructional Units, Learning Hub registration

NOT STARTED

S4: Implement interdisciplinary unit; Conduct weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed."

Feb 03, 2020 to Jun 05, 2020 - STEM Specialists, admin, curriculum coordinator

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Instructional units, meeting agendas

NOT STARTED

S4: Student led STEM open house to showcase the STEM-themed interdisciplinary projects."

Feb 03, 2020 to Jun 05, 2020 - STEM Specialists, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Event flyer, planning committee agendas, student artifacts

NOT STARTED

S4: Weekly team collaboration before school to ensure that teachers are staying on pace and adjusting units as needed."

Feb 03, 2020 to Jun 05, 2020 - Admin, STEM Specialists, curriculum coordinators

## Status history

May 7

NOT STARTED

May 07, 2018

**Evidence**

Meeting agendas, instructional units

NOT STARTED

S4: Stem Release Day to reflect and refine Q3 unit implementation."

Apr 06, 2020 to Jun 05, 2020 - Admin, STEM Specialists, curriculum coordinators, teachers

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Release Day Agenda, Instructional Units, Learning Hub registration,

NOT STARTED

S4: Create sustainable templates and "teaching trunks" that house the interdisciplinary unit resources"

Feb 03, 2020 to Jun 05, 2020 - STEM Specialists, teachers, curriculum coordinator

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Instructional units including materials lists resources with indication of where resources are stored.

NOT STARTED

S4: Collaborate with Central Office and Federal Department of Education on implementation goals of MSAP grant"

Feb 03, 2020 to Jun 05, 2020 - Admin, STEM Team, Central Office, US Dept of Ed

## Status history

May 7

NOT STARTED

May 07, 2018

### Evidence

Implementation reports

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

### ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

# Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

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

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 is tentatively scheduled for 9/28/2018 at 9:00. The Organizational Meeting is tentatively scheduled for 9/28/2018 at 9:30 am

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

The NCLB Annual Meeting will provide information regarding curriculum, instruction and assessments happening in the school. A section of the agenda will allot time for parents to discuss with administration or administrations designee, school level decisions impacting the education of their child. The information discussed will be shared appropriately and school administration will weigh suggestions and deal with those suggestions 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 available 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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Through 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

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

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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information that is communicated home will 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.



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



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

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

NA

#### School-Parent Compact

Complete

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

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 and family members 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 security 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 entire school will use Class DoJo as a way to communicate weekly with parents and families. This is an external app that parents have to sign up for.

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 addition, incentives will be provided for perfect attendance, honor roll and high honor roll. Goal setting templates will be provided for all students in their class agendas.

**Parent Budget**

**Complete**

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

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 within Chicago that will help encourage and extend student learning.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 600 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 542 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The	\$ 700 .00

CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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