



Friedrich Ludwig Jahn Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Michael Herring	Principal	mherring3@cps.edu	No Access
Patsy Murphy	Counselor	pwmurphy@cps.edu	No Access
Celeste Esquivel	Music Teacher	cesquivel19@cps.edu	No Access
Janet Walsh	Teacher and LSC Member	jmwalsh2@cps.edu	No Access
Terra Ellingson	1st GradeTeacher	tellingson@cps.edu	No Access
Kathleen Pastorelli	Middle School Learning Specialist Teacher	kegillard@cps.edu	No Access
Mary Binder	Parent and LSC Chair	marybbinder@gmail.com	No Access

### Team meetings

Date	Participants	Topic
02/07/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	SEF
02/21/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	SEF
03/07/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	SEF and root cause analysis

03/21/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	Root cause analysis
04/04/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	Strategies
04/11/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	Strategies
04/25/2018	Michael Herring, Patsy Murphy, Celeste Esquivel, Janet Walsh, Terra Ellingson, Kathleen Pastorelli	Strategies, action steps, parent compact, compliance

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

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.

1 2 3 4

Using STEP data to make decisions around instruction, especially for grouping and guided reading  
 Regular MTSS/Student Problem Solving protocol in team meetings to focus on one student at a time  
 ILT Coaching Cycles where ILT members are coaching other staff members on pedagogy or content  
 Using 5Essentials to set goals for ILT and all staff members  
 Arts Integration (teacher planned units)  
 ILT led grade level meetings once per month  
 Study of Student Work Protocol used once per month  
 "Jahn, give me 5" school wide protocol used for behavior management  
 Leadership Team has effectively managed change over the past four years  
 ¼ of faculty have attended Paula Kluth Training on best practices for inclusion/co-teaching  
 Weekly Grade Level Meetings (admin models what is expected, new ideas)  
 Learning Specialist leads monthly SPED meeting  
 Cycle 3 Step data shows that 21.9% of 3rd graders are above target, 6.3% are on target, and 71.9% are below target  
 Cycle 3 Step data shows that 16.7% of 2nd graders are above target, 23% at target, and 60% below target  
 Cycle 3 Step data shows that in class 1A 72.7% of students are below target, 9.1% at target, and 18.2% are above target.  
 Cycle 3 Step data shows that in class 1B 62.5% of students are below target, 12.5% at target, and 25% are above target.

### 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:

Score

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.

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Regular meetings twice per month that focus on school improvement  
 Calendar for the year that includes all meetings for ILT and grade-levels  
 ILT meeting agendas based on school wide data  
 Evidence of team meeting work (eg. using MTSS protocols in team meetings )  
 Use of quality protocols and agendas and graphic organizers in team meetings  
 Professional readings and discussions  
 Relationship with UChicago Impact  
 Data/surveys on student growth mindset/grit  
 Extent of follow through and resources provided to staff on ILT meeting topics  
 Identified priorities from the 5Essentials

## 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	✓ Five Essentials: Instructional Leadership
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:**

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.

Score

1 2 **3** 4

School's PD Plan includes training for inclusive practices, restorative practices, guided reading, and social-emotional learning  
 Co-teaching/Inclusion workshops  
 ILT Coaching Cycles (job-embedded professional learning)  
 Agendas/Protocols/Minutes for team meetings and school improvement days  
 Relationship with STEP/Depaul/Jump on instructional practices  
 Mentor/Mentee relationships for new staff  
 Special education/Teacher Team collaboration

**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	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
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

Clear procedures for purchasing materials/resources  
 Clarity of purpose around community/outside organizations  
 Strategic use of grant funds to support highest needs (ie. Impact work on high priority 5E areas, STEP work on reading instruction)  
 Candidate interview protocol and interviews by teams of staff members  
 School schedules & teacher assignment based on strengths  
 School-wide prioritization of bilingual endorsement  
 Communication of community events (eg. pumpkin patch event)  
 High teacher retention rate

### 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="#">4e. 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:

Score

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.

1 2 3 4

Curriculum maps for math and reading at grades K-4 and for middle school subjects  
 Lesson Plans submitted each Thursday to admin for review  
 Pacing Guides for math and reading at grades K-4 and middle school subjects  
 5Essentials Survey rates Jahn with a Neutral score of 59 in the area of Program Coherence

### 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

JUMP vertically aligned K-8  
 FOSS K-5 NGSS aligned  
 STEP assessment K-3  
 PBIS 6-8 NGSS aligned  
 SMART boards/iPads/Elmos  
 Think Cerca writing curriculum 5-8  
 Khan Academy used strategically for grades 3-8  
 Assistive Tech Devices: i.e.: Co-writer, Audio Book  
 Differentiated library for guided reading books and individual student check out

#### 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>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</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="#">UCLA 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

Analyze Student Work in Grade Level Meetings as part of professional learning and application  
 Growth Mindset Survey for students shows a shift from fixed to growth mindset  
 Think Cerca, JUMP, FOSS, Non-fiction all require evidence from and reasoning by students  
 Task aligned to Common Core Standards  
 Standards Based grading 3-8th grade  
 Co-taught classes in Reading and Math  
 All students are fully included and exposed to grade level curriculum and student objectives

### 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>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	81. 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 Assessments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (EQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

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

Score

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)

1 2 **3** 4

Think Cerca transition for 4th graders so they are ready for Middle School expectations in this 2nd Grade MOY (practice) for 3rd grade  
 Email Log In for 3rd and 4th graders to prepare them for logging in to Khan Academy  
 Student Goal Setting Sheet  
 Teachers speak to their next year's students at end of each school year  
 Naviance tasks for 5-8th: Goal Setting, High School exploration, Career Portfolio, College Exploration  
 Communication with Parents: Newsletters informing about High School Fairs  
 Staff Presence at High School Fairs/Open Houses  
 Teaching students to analyze their test scores and set goals (Intermediate and Middle School)  
 8th Grade High School Research Project  
 College Visits for middle school students through field trips  
 High School shadowing experiences

### 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>✓ Antifairs, 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	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction, Family &amp; Community Engagement</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for	<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>✓ 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>

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

Cooperative Learning across grade levels with multiple teachers trained by Kagan  
 Word Walls/Vocabulary Application  
 Flexible Grouping across all grade levels  
 Peer Observations/Coaching done twice per year  
 Student Choice within Curriculum  
 Monitor progress/formative assessment: Exit Slips, Student Reflections,  
 School Improvement Days: EL training, STEP training, Inclusion Training  
 High levels of growth in reading and math on the MAP assessment

## 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:

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

Score

1 2 3 4

Standard Based grading (3-8): ensures fairness, rather than compliance/punishment  
 Data Analysis for the purpose of planning (STEP)  
 Data Meetings with Core Content teachers for data analysis and planning  
 Teacher Created and Teacher Selected assessments  
 WIDA standards included and applied to support ELs.  
 Fountas & Pinnell used for literacy assessment in grades 5-8  
 NWEA data was distributed to all staff members  
 Access to primary level STEP data  
 Gradebook Grade Entry expectations

### 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 gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	2d. Using Assessment in Instruction
	4a. 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

Attendance reports weekly (Principal)  
 On Track Reports (Counselor): Attendance, Grades, Behavior (5-8)  
 PLP for students who are off track (Tier 2 and 3)  
 Monthly MTSS meetings, using a protocol (Tier 2)  
 Meet with Parents about Attendance Concerns (Principal)  
 School Wide Expectations: Be Safe, Be Respectful, Be Responsible  
 Schedule Parent meetings students discussed in MTSS meetings  
 Tier One Social Emotional curriculum (SEL)  
 1% of students in the Benchmark grades have been identified as requiring Tier 2 interventions in Reading  
 10% of students in Benchmark grades have been identified as needing Tier 2 interventions in Math  
 The 159 female students at Jahn attend school at a rate of 94.98%  
 The 157 male students at Jahn attend school at a rate of 94.35%  
 The 48 identified Black/non-Hispanic students at Jahn attend school at a rate of 92.69%  
 The 180 identified Hispanic students attend school at a rate of 95.13%  
 The 73 identified White students attend Jahn at a rate of 95.86%  
 At Week 20 53.45% of students at Jahn were on track in 2017-2018  
 At Week 20 59.77% of students at Jahn were on track in 2016-17  
 At Week 20 62.86% of students at Jahn were on track in 2015-2016  
 1% of students in the Benchmark grades have been identified as requiring Tier 2 interventions in Reading  
 10% of students in Benchmark grades have been identified as needing Tier 2 interventions in Math  
 8th Graders at Jahn attend school at a rate of 96.15%  
 7th Graders at Jahn attend school at a rate of 95.62%  
 6th Graders at Jahn attend school at a rate of 95.77%  
 5th Graders at Jahn attend school at a rate of 92.54%  
 4th Graders at Jahn attend school at a rate of 93.51%  
 3rd Graders at Jahn attend school at a rate of 95.5%  
 2nd Graders at Jahn attend school at a rate of 91.66%  
 1st Graders attend Jahn at a rate of 94.63%  
 Kindergarten students at Jahn attend school at a rate of 93.42%  
 5Essentials Survey rating of 59 in the area of Peer Support places Jahn within the Neutral category

## 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-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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:**

Score

1 2 **3** 4

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.

Samples of individual students' learning goals: MAP (5-8)  
 ILT provided resources to the teachers on Growth Mindset (focus for this school year)  
 Student Incentives in middle school to reward good behavior, grades, and attendance  
 Attendance prizes for students with outstanding attendance  
 OUT for Safe Schools training for all staff on school improvement day  
 Inclusive Environment for ALL students  
 Student Self-Assess and Self-Reflection  
 Peer Conference Training for middle school students  
 Restorative Conversation training for teachers  
 SEL: direct instruction on Growth Mindset  
 Growth Mindset Displays in Hallways  
 5Essentials Survey Rating in the area of AMBICIOUS INSTRUCTION was 79 compared to similar schools rated at 78 and with all CPS schools rated at 73  
 5Essentials Survey Rating of 88 in the area of Quality Student Discussion is identified as Very Strong.  
 5Essentials Survey Rating of 81 in the area of Academic Press is identified as Very Strong  
 5Essentials Survey Rating of 99 in the area of Math Instruction is identified as Very Strong  
 5Essentials Survey Rating of 48 in English Instruction is identified as Neutral  
 5Essentials Survey Rating of 40 in the area of Teacher Influence places Jahn's score in the Neutral zone.

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>✓ SQRTP 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>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
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

Restorative Conversations Training for all teachers on school improvement day  
 Check In/Check Out for students with academic or behavioral concerns  
 ILT did a book study on Courageous Conversations on Race  
 Peace Circles used in middle school to resolve conflict  
 Team Building in Staff Meetings/ILT/Grade Level  
 Social Studies addresses social identities, diversity, race, racism, and equity.  
 Project AIM partnership for arts integration  
 OUT for Safe Schools training for all staff on school improvement day  
 Students rate high levels of Student Teacher trust on 5E survey  
 Teacher Nominated ILT members  
 Instructional Peer Coaching

### 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

Required service hours/experiences through community outreach: Pumpkin Patch, North Pole,  
 -In middle school Social Studies, students examine and analyze self identity, community, state, nation  
 -Debate Club in After School All Stars  
 -Training for Peer Conferences  
 -Student Council volunteers at school events and community soup kitchens  
 -8th grade trip to Washington DC  
 -Intermediate students engage in cultural significant classroom conversations  
 -95% completion rate for My Voice/My School  
 -Student run organizations  
 -Student Work demonstrates examination of Student Voice: shows diversity of school, addresses school based issues, and life experiences/perspectives  
 -School visits and panels from local and state representatives

## 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>▪ IVCMS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</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>
Measure	✓ Five Essential – Supportive Environment
Five Essential	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging 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, NST 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

Behavioral Referral Form (Classroom Managed vs. Office Managed) developed by the teachers

- Teacher/Admin posts to greet students in the morning and say goodbye in the afternoon
- Clear system for lines and transitions
- Be Safe, Be Respectful, Be Responsible: 3 School Wide Rules
- On Student My Voice/My School survey, middle schools students show high levels of feeling safe at Jahn
- School Climate Survey was completed and submitted to the network
- Restorative Practices training and approaches
- Student Created Classroom/School Expectations
- High score for Supportive Environment on 5 Essentials

### 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	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	Supportive Environment
	MTSS Framework: <a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2b. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">2c. Managing Student Behavior</a>
	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

-Restorative Conversation Training for teachers  
 -Peer Conference Training for students  
 -Conflict Mediation Protocol for students (and teachers)  
 -Second Step lessons delivered once per week and reinforced through the week for grades K-8  
 -Positive Calls/Emails: documented on school-wide spreadsheet  
 -Drop in Out of School Suspensions  
 -Parents Chaperone Field Trips  
 -Evidence: Misconducts as indicated on Grade Level Dashboard reports show the following reported incidents per grade level:  
 1st Grade =0  
 2nd Grade=177.54  
 3rd Grade= 0  
 4th Grade=58.95  
 5th Grade= 0  
 6th Grade=0  
 7th grade= 3.30  
 8th Grade=3.96

## 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

- Back to School Bash in late August to welcome all families to school
- Back to School Night in October to showcase the curriculum, assessments, and progress of Jahn
- Beginning and middle of year State of School Addresses
- High levels of collaboration with Friends of Jahn for fundraising and outreach
- Parent-led Jahn Arts Council (JAC) that meets monthly to provide guidance to Jahn on arts programming
- Active Parent Advisory Council (PAC) that has organized three parent workshops this year. Topics include assessment, high school entrance, and cyberbullying/online safety
- Parent-led playlot renovation committee that meets monthly to discuss design and fundraising for a new playlot
- Open door policy for parents
- Weekly principal newsletter that is sent via email/backpack for families in both English and Spanish
- Parent room available with resources, books, computers, and other materials
- Parent-led monthly meetings to provide support for their children with IEPs
- Parent-led weekly school tours
- Parent volunteers in library on weekly basis
- Parents chaperone field trips and legacy trips
- Individual parent meetings for students receiving MTSS support
- Parent input on the CIWP
- Parent beautification for grounds, painting, classroom improvement
- Parent involvement for student assembly
- Parent organized signature school events, including Pumpkin Patch, North Pole, and Rock the Night Away
- Parent involvement in community events that promote Jahn
- Parent-led yard sign campaign
- Parent-led spirit gear and magnets
- Active Bilingual Advisory Council (BAC)
- Active Local School Council (LSC) that is part of the decision-making for the school
- Administrator positive phone calls
- Friends of Jahn raised over \$60K
- Daily attendance phone calls to families of students who are absent
- Parents help with learning garden during the summer

## 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)
- ✓ How does the school honor and reflect the diversity of families including language and culture?

**Measures**

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust

**Five Essentials** Involved Families

**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

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

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$

3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘

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>					
Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.	44.00	91.00	90.00	91.00	92.00
<b>National School Growth Percentile - Math</b>					
Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.	32.00	37.00	50.00	55.00	60.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.	48.40	60.10	63.00	65.00	67.00
<b>African-American Growth Percentile - Reading</b>					
Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.	(Blank)	(Blank)	60.00	62.00	65.00
<b>Hispanic Growth Percentile - Reading</b>					
Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.	46.00	92.00	95.00	96.00	97.00
<b>English Learner Growth Percentile - Reading</b>					

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

(Blank)

(Blank)

60.00

62.00

65.00

**Diverse Learner Growth Percentile - Reading**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

(Blank)

(Blank)

60.00

62.00

65.00

**African-American Growth Percentile - Math**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

(Blank)

(Blank)

50.00

52.00

55.00

**Hispanic Growth Percentile - Math**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

34.00

57.00

60.00

62.00

65.00

**English Learner Growth Percentile - Math**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

(Blank)

(Blank)

50.00

52.00

55.00

**Diverse Learner Growth Percentile - Math**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

(Blank)

(Blank)

50.00

52.00

55.00

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

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

52.00

63.00

65.00

67.00

68.00

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

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

40.00

41.00

50.00

52.00

55.00

**National School Attainment Percentile - Reading (Grade 2)**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

4.00

45.00

50.00

55.00

60.00

**National School Attainment Percentile - Math (Grade 2)**

Considering the rate of growth in the past coupled with the rigorous instruction in the classroom, we are increasing numeric goals with each academic year.

10.00

7.00

25.00

30.00

40.00

**% of Students Making Sufficient Annual Progress on ACCESS**

As teachers get better at using ACCESS data to inform instruction, we expect to see a gradual increase in ACCESS scores.

27.50

(Blank)

58.00

60.00

62.00

**Average Daily Attendance Rate**

We are using strategies such as mandatory meetings and student incentives to increase attendance.

94.80

94.60

95.00

95.50

96.00

**My Voice, My School 5 Essentials Survey**

Our goal is to be well established on the 5E survey again this year.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Misconduct Reports on Dashboard					
We are using the dashboard misconduct data to track behavioral infractions	0.00	0.00	0.00	15.00	10.00

Strategies

Strategy 1

If we do...

Implement consistent school-wide restorative practices which include the use of restorative language, talking circles, peace circles, and peer conferences and includes quarterly trainings for all staff

...then we see...

all staff using a discipline system that addresses root cause, repairs harm, and allows students to take ownership of their actions and behaviors

...which leads to...

a more supportive and restorative learning environment which fosters positive relationships and social emotional skills development as measured by dashboard reports for disciplinary referrals and all measure of the supportive environment of the MVMS

Tags:

Restorative justice, Discipline, Peace circles, Restorative practices, Restorative conversations, Peer conferences

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
By September 7, 2018 strategic and targeted professional development will be scheduled and administered on the topic of restorative practices in the school setting to give staff an overview of what the practices look like and how all students benefit, including DLs and ELs.	Principal, counselor, and trained teaching staff	Aug 27, 2018 to Sep 7, 2018	Completed

Professional Learning

By August 2018 a calendar with monthly professional learning opportunities related to restorative practices will be created, and updated throughout the year, to maximize teacher's growth in the administration of effective restorative practices including peace circles, restorative conversations, and Second Step lessons.	Principal, counselor	Aug 31, 2018 to Jun 14, 2019	Completed
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Professional Learning

By September 2018, create a SEL committee composed of key stakeholders, including principal, learning specialist, counselor, and EL Lead with the goal of providing a safe school environment by discussing and implementing Second Step, restorative practices, and Tier 1 classroom management strategies.	Principal, counselor	Aug 27, 2018 to Sep 14, 2018	Completed
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Committee

By December 2018, a restoratives practice lead will be identified and trained at each grade band to model practices, monitor and the implementation of restorative practices including peace circles, restorative conversations, etc., and facilitate grade band meetings.	Principal, counselor	Sep 4, 2018 to Dec 21, 2018	Completed
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Restorative practices

By November, 2018 grade band leads will develop common language among teachers for restorative practices, including talking circles, peace circles, restorative conversations, and will model appropriate use of the language to assure practices are being administered with consistency and fidelity.	Principal, counselor, lead teachers	Sep 4, 2018 to Oct 31, 2018	On-Track
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**Common language**

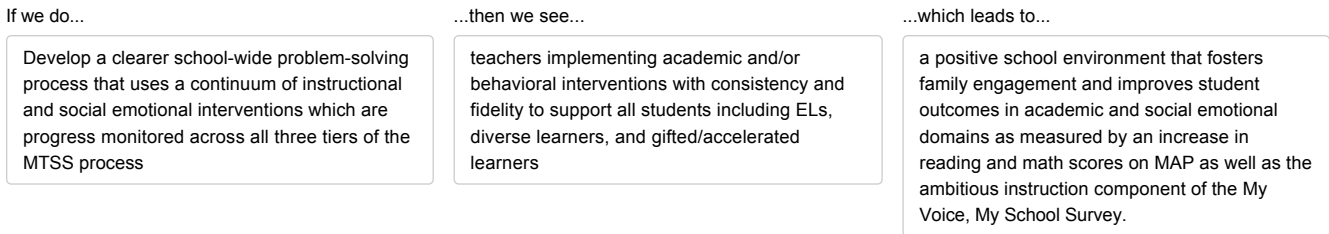
By December, 2018, the SEL committee will identify training, support, and resources for restorative practices, including talking circles, peace circles, and restorative conversations, to address the areas where additional supports are required to address school-wide needs as indicated through teacher voice and student need.	Principal, counselor, lead teachers	Sep 3, 2018 to Dec 21, 2018	On-Track
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**Restorative practices**

By June, 2019, the SEL/PAC will jointly lead a parent workshop to educate parents on Restorative Practices.	Parent, SEL member, PAC member	Sep 3, 2018 to Jun 18, 2019	On-Track
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By December 2018, student focus groups will be developed to gather information from students on developing relationships, and teachers use of restorative practices.	Counselor	Dec 10, 2018 to Dec 21, 2018	On-Track
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**Strategy 2**



Tags:  
MTSS

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
By September 21, 2018 a menu of tier 1,2, and 3 academic and SEL interventions will be developed to guide the consistent implementation of MTSS practices school-wide to address the needs of learners including DLs and ELs.	Principal, network lead, counselor, gen ed teacher, learning specialist, clinician	Aug 31, 2018 to Sep 21, 2018	On-Track

**MTSS, Interventions**

By September 7, 2018 all teachers will be surveyed to identify academic and SEL interventions currently in place, and to use the results to facilitate the development of a menu of interventions.	Principal, counselor	Sep 3, 2018 to Sep 7, 2018	On-Track
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**SEL, Interventions, Academics**

By September 14 2018, an MTSS lead for the school will be identified and trained to model and oversee procedures and practices, monitor the implementation of appropriate interventions with progress monitoring, and facilitate MTSS meetings.	Principal	Aug 27, 2018 to Sep 14, 2018	Completed
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**MTSS, Leader**



By November, 2018 a review of current MTSS resources on procedures, processes and best practices will be conducted in order to create an at-a-glance document, which contains step by step procedures and processes for MTSS teams to use to assure consistent and appropriate implementation of Tier 1, 2 and 3 supports throughout the building for all learners.	Principal, counselor, lead teachers	Sep 3, 2018 to Oct 31, 2018	Behind
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**MTSS, Resources**

By September 7, 2018 an MTSS team for each grade band will be identified and will meet regularly at monthly meetings to follow the processes, procedures, and practices to assure that systems are in place to address the academic/social emotional needs of all students including ELs and DLs.	Principal	Sep 3, 2018 to Sep 7, 2018	Completed
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**MTSS, Grade level teams**

**Strategy 3**

If we do...

Implement teacher collaboration practices that incorporate building scope and sequence, curriculum maps, and units designed and aligned to targets at the DOK level for each standard

...then we see...

teachers more intentionally and purposefully aligning instructional resources within the core curriculum and student moves.

...which leads to...

students becoming more actively engaged in the learning process and increased academic and social emotional outcomes as measured by an increase in growth on STEP, ACCESS, MAP, and My Voice, My School Survey related to Ambitious Instruction.

Tags:  
Curriculum

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
By September, 2018, a calendar for the 2018-2019 school year with meeting times for teachers to collaborate about curriculum, including vertical and horizontal alignment will be created and updated as needed to assure that collaboration is a targeted priority with time strategically set aside for teacher meetings.	Principal	Aug 27, 2018 to Aug 31, 2018	On-Track

**Curriculum, Vertical aligned, Collaborate**

By October 1, 2018 an inventory of school curriculum for each core subject area and SEL, will be conducted at each grade band to identify the strength of the components and to identify curricular needs	Teacher	Sep 3, 2018 to Oct 1, 2018	Completed
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**SEL, Curriculum, Grade level teams**

By January, 2019 the school will develop common language in core subjects that the school community can collectively apply in order to create a coherent and consistent school-wide focus on academic growth of all students	Principal, lead teachers	Sep 3, 2018 to Dec 21, 2018	On-Track
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**Community, Collective responsibility, Common language, Core subjects**

By July, 2019, faculty and staff will be provided with scheduled transitional planning meetings at the grade bands that will provide opportunities for teacher collaboration and planning on a consistent basis to assure the academic success of all students including DLs and EIs	Principal, lead teachers	Sep 3, 2018 to Jun 14, 2019	Not started
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**Planning, Collaboration, Grade level teams, Transitional**

By June, 2019, the professional library will be enhance and developed further with professional materials related to the development of quality core curriculum and with current and appropriate SEL resources to assist teachers in the development of an appropriate and rigorous curriculum for all students

Principal, lead teachers

Sep 3, 2018 to Jun 14, 2019

On-Track

**SEL, Resources, Library, Books**

**Strategy 4**

If we do...

Outline all school-wide initiatives that directly reflect the school vision in a calendar collaboratively developed by staff and administration, and that reflects scheduled training opportunities for identified initiatives

...then we see...

informed stakeholders taking more ownership and adhering to outlined responsibilities and expectations

...which leads to...

a climate and culture that reflects consistent expectations and clearly defined responsibilities resulting in improved scores on the collective responsibility domain of the 5 Essentials survey

Tags:  
Vision, Plc, Mission

Area(s) of focus:  
2

Action step

Responsible

Timeframe

Status

By September 2018, high quality professional development on collaboratively developing a school vision with input from all stakeholders will be scheduled and completed in order to begin the academic year with the focus on a clear, attainable vision for all learners including DLs and ELs

UChicago staff

Aug 27, 2018 to Aug 31, 2018

Completed

**Vision, Collaboration, Stakeholders**

By November 2018, the school vision will be shared with all stakeholders and incorporated into our daily schoolwide communications and culture in order to provide a learning community in which all stakeholders hold uniform expectations for all learners.

Principal, teachers, and parents

Sep 3, 2018 to Oct 31, 2018

On-Track

**Stakeholders, School vision**

By January 2019, parents, teachers, students, and community will be surveyed to identify core belief systems and their expectations of the school community in order to assure our vision is consistent with the expectations of all and reflects a focus both academic/SEL growth for all stakeholders.

Principal, counselor

Sep 3, 2018 to Dec 21, 2018

Not started

**Parents, Survey, Belief systems**

**Action Plan**

**Strategy 1**

COMPLETED

By September 7, 2018 strategic and targeted professional development will be scheduled and administered on the topic of restorative practices in the school setting to give staff an overview of what the practices look like and how all students benefit, including DLs and ELs."

Aug 27, 2018 to Sep 07, 2018 - Principal, counselor, and trained teaching staff

**Status history**

**COMPLETED** May 21, 2018  
**Evidence**  
Sign in sheet, observational data from classroom visits, exit survey

**COMPLETED**  
By August 2018 a calendar with monthly professional learning opportunities related to restorative practices will be created, and updated throughout the year, to maximize teacher's growth in the administration of effective restorative practices including peace circles, restorative conversations, and Second Step lessons."

Aug 31, 2018 to Jun 14, 2019 - Principal, counselor

## Status history



**COMPLETED** May 21, 2018  
**Evidence**  
Sign in sheets, observation data classroom visits

**COMPLETED**  
By September 2018, create a SEL committee composed of key stakeholders, including principal, learning specialist, counselor, and EL Lead with the goal of providing a safe school environment by discussing and implementing Second Step, restorative practices, and Tier 1 classroom management strategies."

Aug 27, 2018 to Sep 14, 2018 - Principal, counselor

## Status history



**COMPLETED** May 21, 2018  
**Evidence**  
Committee agendas, sign in sheets, meeting minutes

**COMPLETED**  
By December 2018, a restorative practice lead will be identified and trained at each grade band to model practices, monitor and the implementation of restorative practices including peace circles, restorative conversations, etc., and facilitate grade band meetings."

Sep 04, 2018 to Dec 21, 2018 - Principal, counselor

## Status history



**COMPLETED** May 21, 2018  
**Evidence**  
Grade level meeting agendas and minutes

**ON-TRACK**  
By November, 2018 grade band leads will develop common language among teachers for restorative practices, including talking circles, peace circles, restorative conversations, and will model appropriate use of the language to assure practices are being administered with consistency and fidelity."

Sep 04, 2018 to Oct 31, 2018 - Principal, counselor, lead teachers

## Status history



**ON-TRACK** May 21, 2018  
**Evidence**  
Graphic organizer with collaboratively developed common language, meeting agendas, sign in sheets

**ON-TRACK**  
By December, 2018, the SEL committee will identify training, support, and resources for restorative practices, including talking circles, peace circles, and restorative conversations, to address the areas where additional supports are required to address school-wide needs as indicated through teacher voice and

student need."

Sep 03, 2018 to Dec 21, 2018 - Principal, counselor, lead teachers

## Status history

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May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Links to resources, collection of materials

**ON-TRACK** By June, 2019, the SEL/PAC will jointly lead a parent workshop to educate parents on Restorative Practices."  
Sep 03, 2018 to Jun 18, 2019 - Parent, SEL member PAC member

## Status history

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**ON-TRACK**  
By December 2018, student focus groups will be developed to gather information from students on developing relationships, and teachers use of restorative practices."

Dec 10, 2018 to Dec 21, 2018 - Counselor

## Status history

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### Strategy 2

**ON-TRACK**  
By September 21, 2018 a menu of tier 1,2, and 3 academic and SEL interventions will be developed to guide the consistent implementation of MTSS practices school-wide to address the needs of learners including DLs and ELs."

Aug 31, 2018 to Sep 21, 2018 - Principal, network lead, counselor, gen ed teacher, learning specialist, clinician

## Status history

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May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Menu of interventions

**ON-TRACK**  
By September 7, 2018 all teachers will be surveyed to identify academic and SEL interventions currently in place, and to use the results to facilitate the development of a menu of interventions."

Sep 03, 2018 to Sep 07, 2018 - Principal, counselor

## Status history

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May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Survey results

**COMPLETED**

By September 14 2018, an MTSS lead for the school will be identified and trained to model and oversee procedures and practices, monitor the implementation of appropriate interventions with progress monitoring, and facilitate MTSS meetings."

Aug 27, 2018 to Sep 14, 2018 - Principal

## Status history

May 21

**COMPLETED** May 21, 2018  
**Evidence**  
Staff bulletin

**BEHIND**

By November, 2018 a review of current MTSS resources on procedures, processes and best practices will be conducted in order to create an at-a- glance document, which contains step by step procedures and processes for MTSS teams to use to assure consistent and appropriate implementation of Tier 1, 2 and 3 supports throughout the building for all learners."

Sep 03, 2018 to Oct 31, 2018 - Principal, counselor, lead teachers

## Status history

May 21

**BEHIND** May 21, 2018  
**Problem**  
**Root Cause**  
**Next steps**

**COMPLETED**

By September 7, 2018 an MTSS team for each grade band will be identified and will meet regularly at monthly meetings to follow the processes, procedures, and practices to assure that systems are in place to address the academic/social emotional needs of all students including ELs and DLs."

Sep 03, 2018 to Sep 07, 2018 - Principal

## Status history

May 21

**COMPLETED** May 21, 2018  
**Evidence**  
Grade level agendas and sign in sheets

### Strategy 3

**ON-TRACK**

By September, 2018, a calendar for the 2018-2019 school year with meeting times for teachers to collaborate about curriculum, including vertical and horizontal alignment will be created and updated as needed to assure that collaboration is a targeted priority with time strategically set aside for teacher meetings."

Aug 27, 2018 to Aug 31, 2018 - Principal

## Status history

May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Calendar with meeting dates and times

**COMPLETED**

By October 1, 2018 an inventory of school curriculum for each core subject area and SEL, will be conducted at each grade band to identify the strength of the components and to identify curricular needs"

Sep 03, 2018 to Oct 01, 2018 - Teacher

## Status history



**COMPLETED** May 21, 2018  
**Evidence**  
 Google document that includes the curricula inventory

**ON-TRACK**  
 By January, 2019 the school will develop common language in core subjects that the school community can collectively apply in order to create a coherent and consistent school-wide focus on academic growth of all students"

Sep 03, 2018 to Dec 21, 2018 - Principal, lead teachers

## Status history



**ON-TRACK** May 21, 2018  
**Evidence**  
 Graphic organizer with collaboratively developed common language for curriculum

**NOT STARTED**  
 By July, 2019, faculty and staff will be provided with scheduled transitional planning meetings at the grade bands that will provide opportunities for teacher collaboration and planning on a consistent basis to assure the academic success of all students including DLs and EIs"

Sep 03, 2018 to Jun 14, 2019 - Principal, lead teachers

## Status history



**NOT STARTED** May 21, 2018  
**Evidence**  
 Meeting minutes, meeting agendas

**ON-TRACK**  
 By June, 2019, the professional library will be enhance and developed further with professional materials related to the development of quality core curriculum and with current and appropriate SEL resources to assist teachers in the development of an appropriate and rigorous curriculum for all students"

Sep 03, 2018 to Jun 14, 2019 - Principal, lead teachers

## Status history



**ON-TRACK** May 21, 2018  
**Evidence**  
 Purchase orders, observation of library resources

### Strategy 4

**COMPLETED**  
 By September 2018, high quality professional development on collaboratively developing a school vision with input from all stakeholders will be scheduled and completed in order to begin the academic year with the focus on a clear, attainable vision for all learners including DLs and ELs"

Aug 27, 2018 to Aug 31, 2018 - UChicago staff

## Status history



May 21

COMPLETED

May 21, 2018

**Evidence**

Drafted vision statement, sign in sheet from PD, photos of anchor charts used during PD

ON-TRACK

By November 2018, the school vision will be shared with all stakeholders and incorporated into our daily schoolwide communications and culture in order to provide a learning community in which all stakeholders hold uniform expectations for all learners."

Sep 03, 2018 to Oct 31, 2018 - Principal, teachers, and parents

## Status history



May 21

ON-TRACK

May 21, 2018

**Evidence**

Emails, parent letters, staff bulletin, school signatures

NOT STARTED

By January 2019, parents, teachers, students, and community will be surveyed to identify core belief systems and their expectations of the school community in order to assure our vision is consistent with the expectations of all and reflects a focus both academic/SEL growth for all stakeholders."

Sep 03, 2018 to Dec 21, 2018 - Principal, counselor

## Status history



May 21

NOT STARTED

May 21, 2018

**Evidence**

Survey results

## 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.

Parents are invited to the CIWP development meetings. The Local School Council will review and approve the CIWP. Our PAC will provide input on how Title 1 funds will be spent.

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

Our Title 1 annual meeting will be on September 11th at 8:15am in the parent room. We will inform parents of the schools participation in ESSA and explain Title 1 requirements and rights to programming. We will hold the Title 1 PAC organizational meeting on September 25th at 8:15am in the parent room to identify meeting dates and times as well as select officers.

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.

We will respond to suggestions with setting up a meeting to listen to input and bring input to the PAC for further discussion.

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.

The school counselor will send home reports to families that include information about how their child performed on state assessments. In addition, teachers will provide data reports to parents during report card pick up.

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.

Upon request, parents will be notified within one week if their child has been assigned to, or taught by, a teacher how is not "highly qualified".

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.

We will hold a open house in early October to review state standards, explain assessments, and requirements of Title 1. In addition, we will explain to parents how to effectively work with teachers.

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.

We will schedule a literacy information/training night in October 2018 to educate parents on the STEP assessment we use as well as the literacy curriculum.

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.



We will work with the PAC to schedule multiple parent workshops. In addition, the principal will set the expectations for staff on how to work with families using a customer service approach, expectations about communication with parents, and the value of building strong relationships.

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.

We will work with our parent groups, such as PAC and FOJ to integrate parent programs into our bigger events. In addition, we will hold meetings with families to educate them on the value of preschool and how to register for the program.

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.

The principal will send a weekly principal message to families via email and also in backpacks. The letter will be translated into Spanish. The format will be consistent each week and use language that is easy to understand and free of educational jargon.

#### 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.)

##### OUR MISSION

To create a community of learners striving to fulfill their individual and collective intellectual, emotional, social, and ethical potential;

To forge partnerships for learning among parents, students, teachers, and local community institutions;

To challenge all to assume their active roles in improving both the local and global community;

To create an environment in which learners construct meaning by actively participating in the learning process.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences are held twice a year per district calendar. In addition, teachers and administration meet with parents for conferences on an individual basis as needed.

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

Parents receive 5 week progress reports every five weeks. They receive report cards at the 10, 20, 30, and 40 week mark as well. In addition, parents receive individualized progress reports depending on need and circumstance more often.

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

Staff are accessible via phone, email and through the use of their classroom website. Staff meet with parents as needed and when requested.

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

Parents are utilized in a number of ways. There are room parents, classroom volunteers, and tutors. Parents volunteer for fundraisers, field trips, athletic events, and fine arts performances.

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

Parents assist through monitoring homework completion, checking Parent Portal, ensuring students are in attendance on time and daily. Parents also assist by providing feedback at principal coffees and meetings to make the school experience better.

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

Local school council meetings once per month, Friends of Jahn meetings once per month, PAC meetings once per month. Principal coffee with parents multiple times per year.

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).

School-wide attendance promotion, student of the month recognition, be kind program, student council, planning school-wide events, participation in after school opportunities.

**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.

The goal is to hold three parent workshops throughout the year and increase engagement and participation through promotional materials and communication. The workshops will include: literacy and math curriculum, high school application process, and online safety.

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.	\$	583	.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.	\$	200	.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)	\$	260	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The	\$	Amount	.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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