

# Joseph Jungman Elementary School 2020-2022 plan summary

## Team

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Alex Acevado	Community Member/ LSC		No Access

## Team Meetings

Date	Participants	Topic
01/31/2020		Visioning for Jungman
02/13/2020		LSC Meeting, receive parent input/ideas for vision
02/14/2020		Student Voice Committee creates Vision for Jungman

## Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 3 Make safe practice an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Jungman School is built on the principle that every child matters. To ensure that this approach is successful, a collective responsibility for the success of all students is shared throughout the building. Every staff member is leveraged in multiple ways to meet the needs of our children on a daily basis. Flexibility, dedication and teamwork are the essential characteristics that our staff are built upon. Jungman School has a high functioning and well organized ILT that is comprised of a diverse representation of staff. Included on our ILT are teacher leaders from various grade bands, members of our Special Education department, our School Counselor, our Literacy Coach and members of the Administrative Team. The ILT has worked diligently with staff to prioritize school needs as well as create and execute processes to analyze and identify solutions. Jungman School is currently undergoing the transition to a Magnet Stem School. As part of this evolution, all staff will participate in intensive training to prepare for their new roles. In house and outside supports will be provided to further support this endeavor. Exceptional teaching and challenging learning are the cornerstones that Jungman School are built upon. We pride ourselves on setting very ambitious goals for students.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs

- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** The ILT at Jungman is a very dynamic group that is representative of key content areas and specialized instruction. The ILT has been key in crafting our Continuous Improvement Work Plan focusing on 3 areas of improvement and owns the work of our school improvement. The ILT regularly meets, uses data, protocols and probing questions to evaluate our plans and think of ways to improve outcomes for students. This year the ILT members have taken the lead in planning and teaching the professional development to bring QTEL philosophies and strategies to all staff members. Moving forward, our ILT will continue to work on cycles for continuous improvement. We also want to be more timely in our use and review of data, especially as it related to sub groups like ELLs and DLs. We also want to improve our data tracking tool from year to year. Professional learning at Jungman includes prioritized learning that is based on the ILT recommendations and best practices in education. The ILT takes their time to evaluate data and investigate reasons why through surveys, classroom observations, and conversations with teacher teams. Structured time to collaborate and time for teachers to receive support to implement the new learning happens weekly and with varying intensity, based on staff needs. We have a collection of PD agendas, that highlight our work around best strategies for English Language Learners, Literacy, Math, Science and Social Emotional Learning. In addition, teachers receive feedback through evaluations as well as through Gradual Release of Responsibility walks. Teachers are given structured time weekly to meet, analyze data and plan instruction aligned to units that are created ahead of a quarter that are aligned to a curriculum map developed/tweaked at the beginning of the year. When new learning occurs through professional development, time is made for teachers to peer visit and practice the new strategies. Moving forward, we need to think through a formal induction process on the Jungman expectations for teaching and learning for teachers new to Jungman, and for teachers new to teaching as well as onboarding for school support personnel.

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Teachers collaborate and craft a curriculum that meets the needs of their students and also addresses the grade level standards. standards. Many of our teachers use the Engage NY language arts or News2You curriculum as a base to build their instructional units, while others have created their own units. Teachers then create curriculum map that lay out the scope and sequence of standards for the school year and rely on the CPS Content Frameworks as a resource. Once the standards are laid out, teachers begin the work of chunking the standards, determining assessments and then identifying topics, tasks and texts that are relevant for the standards. As part of their unit design, teachers establish weekly learning targets that are back mapped to the summative assessments. These learning targets serve as weekly benchmarks, which have corresponding teacher created formative assessments, that teacher use to create a path towards student success on the summative assessments. There is an emphasis in reading to balance fiction and non-fiction as well as a literacy focus in all content areas, ensuring that students see how reading, writing, listening, and speaking are critical skills in all facets of learning and life. Teachers collaborate to identify tasks that are relevant for all learners and through our work with QTEL, we have expectations that staff integrate teaching strategies that build students knowledge, understanding and usage of academic language. For students who are considered EL's or transitioning EL's, text and text support is available in native language as well as a full leveled MONDO bookroom that contains the same texts in English and Spanish from A to Z. For Language Arts intervention we also have the Leveled Literacy Fountas & Pinnell intervention system from Kindergarten to 5th grade. To enhance our curriculum, extend student learning, build background knowledge and offer real world application of skills Jungman students at various grades participate in programs such as: Readers/Writers Theatre, Neighborhood Naturalist, Small Bites Cooking Classes, Field Museum Boxes, Elevarte, Junior Achievement, 5+1=20 Health program, Open Books Book Buddies, Kids are Scientist too, Red Kite, Changing worlds Photography Out of school matters, Robotics, Chicago Run, Chicago Rowing, One goal , First Skate, Project Sincere, Peggy Notebaert partnership, Invention Convention, Local Art Contests, cultural celebrations, 25 ward tree lighting, as well as go on many field trips to help put into context some of the abstract topics they are studying. Moving forward there are areas we can improve vertical alignment of standards and topics, adopt and incorporate a program for social emotional learning, increase our programming for accelerated students and better integrate learning across content areas so that students are studying coordinated big ideas in depth.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Instructional materials are aligned to the curricular frameworks developed by teachers and meet the expectations of the standards. The resources used are vetted against the standards, adhering to protocols that have been used across the country that help to identify high quality resources (EQUIP). Further, as teachers develop their units, resources are gathered and/or ordered if need be in a timely manner. It is an expectation that materials needed for the upcoming quarter are in the building before the quarter begins. Materials take into account diverse learners. There is a leveled library in each room that has fiction and non-fiction books in English and Spanish as well as a leveled book room that has several copies of the same text in both English and Spanish. Teachers have access to online materials for math for their students that have the lesson materials in Spanish. In the building, there are many math and science materials as well as partners that come to support our instruction. This includes partnerships with Northerly Island, Peggy Notebart, Golden Apple, Juarez High School, ESP and Robert Crown. Our school has expanded and has started a math manipulative library, ensured that there are math supplies and supports in every room and implemented math programs such as iXL, Kahn Academy, Zearn, and Xtra math to support conceptual learning and fluency. Collaboration time is given for teachers to also collaborate around tasks and assessments to ensure that there is accessibility to all students. Teachers introduce tools to support student learning with the expectation that the students develop independence and leverage these tools independently when needed. An example of this may be a multiplication chart, graphic organizer, sensory item, tablet/computer, etc. Moving forward, there is a need to identify better ways to include more tools and supports for all learners. There is also a need to ensure that we are engaging students at deeper levels of the DOK during instruction and aligning to the STEM Standards for Success Rubric.
- 3 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs

- 2 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers uses multiple assessments to give a comprehensive snapshot of student learning. Not only are district centralized assessments used, teachers utilize formative and summative assessments to gauge student learning. Data analysis and progress monitoring are central to teacher instruction. Teachers utilize data from diagnostic assessments such as the BAS (Benchmark Assessment System), NWEA Reading (3-8) and Math (K-8), DLM and ACCESS to monitor students and identify specific gaps. Teachers meet quarterly to analyze data, identify student needs, and organize students into appropriate tiers of support. Teachers utilize both formative and summative assessments weekly to determine instructional effectiveness and subsequently modify lessons as needed. School wide data is accessible to all stakeholders via a common folder in Google Drive. Moving forward, teachers will work towards closely monitoring Math. Teachers will meet to analyze NWEA Math data and place students into tiers dependent on their needs.
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Teachers have developed a dynamic learning environment that is based on standards as well as student needs. Teachers have worked to develop a thorough scope and sequence that allows them to provide universal instruction in the core curriculum to all students (Tier 1). Additionally teachers have targeted academic and SEL supports (Tier 2) as needed, and will continue to develop intensive supports for individual and small group needs (Tier 3). Moving forward Teachers will work towards adjusting curriculum to challenge and meet the needs of advanced students as well as those working significantly below grade level. Stakeholders will work towards providing universal SEL supports for all students in order to promote a positive school climate where all students social and emotional growth is being addressed. Continued to identification students who are On Track with grades and attendance, as well as providing supports and

interventions to those students who are off track and at risk of failure or truancy. Work towards providing additional supports around MTSS Continue to provide clear communication to parents about additional supports offered to students both before and after-school.

- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 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
  - **Evidence:** Teachers uses multiple assessments to give a comprehensive snapshot of student learning. Not only are district centralized assessments used, teachers utilize formative and summative assessments to gage student learning. Data analysis and progress monitoring are central to teacher instruction. Teachers utilize data from diagnostic assessments such as the BAS (Benchmark Assessment System), NWEA Reading (3-8) and Math (K-8), DLM and ACCESS to monitor students and identify specific gaps. Teachers meet quarterly to analyze data, identify student needs, and organize students into appropriate tiers of support. Teachers utilize both formative and summative assessments weekly to determine instructional effectiveness and subsequently modify lessons as needed. School wide data is accessible to all stakeholders via a common folder in Google Drive. Moving forward, teachers will work towards closely monitoring Math. Teachers will meet to analyze NWEA Math data and place students into tiers dependent on their needs. Teachers will work towards developing a more cohesive system of support in Math curriculum, supplementary programs and systems of support. Additionally, teachers will work towards the development of academic language for ELs, monitoring progress and developing curriculum to support their needs.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** We use the PPC to support our staff in bringing up issues and resolving conflicts to help build a positive school community. We have regular days devoted to collaboration among educators such as grade release and data days. We have allocated our flex day to support the work to improve learning for our ELL students. This year we formed a Behavioral Health team help to develop supportive relationships with students and recognize our diverse social identities. We have built relationships in the community through our participation in cultural activities(25th ward tree lighting, art openings of student work, Novena Mass, parades, Dia de Los Muertos, Fiesta del Sol ) and have brought in programs



(Changing Worlds, Hero's club, KAST, Elevarte) to recognize our diverse student body. Moving forward, we will continue to adopt the PATHS curriculum for Social Emotional Learning in every grade and work to integrate the practices into our school community. We will work to build the trust in the peer observation process to develop our capacity to support and build a professional community of learners.

- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Teachers engage students in grade-appropriate experiences that promote individual students as members of a larger community and develop students' understanding of their role within the classroom, school, neighborhood, etc. Students learn about the voting process through the study of the Illinois State and U.S. Federal Constitution. An area of growth is to supplement the classroom learning through providing students with authentic experiences (i.e. Student Council). Teachers provide students with grade-level appropriate opportunities to engage in discussions related to key issues that are current and controversial. Through the implementation of QTEL strategies, the development of respectful student discussion is promoted. Teachers design learning experiences that promote student to student, student to text, and student to world connections that foster pride in their cultural background and self-identity. An area of growth will be developing a Student Voice Committee to provide a platform to discuss areas of concerns and wants within the school community. Jungman students are provided with opportunities to participate in service learning projects such as an Annual Food Drive, arts related projects with local business such as Simone's and La Catrina Cafe. A peer buddy program across grades is implemented between 1st and 4th. Taking informed action is an area to further develop to engage students with authentic opportunities to make change based on classroom learning. Civic learning is integrated into the curriculum through classroom learning experiences, but still needs further development to expand outside the classroom into the community.
- 3 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** At Jungman staff work to ensure that students and adults feel safe physically, socially, intellectually and emotionally. There are clear procedures and expectations for all areas of the building. As a school, we have minimal

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

- 3 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** There is a positive framework that takes into account staff and student ideas. Staff clearly model expectations for students. By beginning to implement Responsive Classroom throughout the school, a framework of expectations for interactions for behavior and collaboration is beginning to take hold. As a staff we have needs that are across the board as it relates to the SEL competencies whereby some teachers are stronger in their ability to develop SEL skills in students and others need more extensive training. As a whole, the vision for what our SEL program looks like is lacking and there are some expectations, but they are not clear enough for staff to implement across the board. Moving forward, we will implement a universal SEL program across the school. Training and follow up on the program will be provided to staff. Our goals are to develop consistency with the enforcement of the rules across the board and consistently reinforces for students the highest expectations of civility, and behavior. Training in restorative practices is also essential as the key approach to school discipline.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 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).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

- **Evidence:** The environment at Jungman is welcoming, and helpful. Parents are given several venues to listen and provide feedback that include BAC, PAC, and LSC meetings as well as the Coffee and Conversations. Surveys are sent to parents to get their input on initiatives and future ideas; they also can write in concerns or give us more ideas to help better serve their students and/or the community. Communication folders go home on Thursdays that include a principal newsletter, important hand outs as well as anything the teacher wants to send home; these folders come back signed as a way to ensure parents look at what is inside and all communications go home in English and Spanish. This year we adopted the DOJO app to help increase communication with our families and it has prove to be very successful across all grade levels. Home visits have been conducted and other agencies involved for students who are chronically truant. Moving forward we want to build family relationships by implementing special events like family nights around STEM, Math or Cultural themes. We also want to continue to identify families not connected to Dojo or Parent portal.

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## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Family & Community Engagement	0

## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Attainment of EL's
Root Cause 1	Explicit planning that ensures best practices for EL's
Area of Critical Need 2	Growth of DL's
Root Cause 2	Lack of common planning time between co-teachers
Area of Critical Need 3	Growth of all students
Root Cause 3	Explicit planning of small groups for interventions

### Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		73.00	76.00
	To help us focus on our efforts that move the needle for each individual student, with an emphasis of filling gaps and providing supports especially for students with IEP's.	Students with IEPs	50.00	55.00
	Overall		78.00	80.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>To help us focus on our efforts that move the needle for each individual student, with an emphasis of filling gaps and providing supports especially for students with IEP's.</p>	Students with IEPs		56.00	65.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>This provides a high standard of achievement and accomplishment and demonstrates our students ability to on par or higher with national averages; our EL focus will ensure that we are focusing on developing the academic language through rigorous activities</p>	Overall		73.00	75.00
	EL		58.00	70.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>This provides a high standard of achievement and accomplishment and demonstrates our students ability to on par or higher with national averages; our EL focus will ensure that we are focusing on developing the academic language through rigorous activities</p>	Overall		62.00	65.00
	EL		57.00	65.00
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>To help us focus on our efforts that move the needle for each individual student, with an emphasis of filling gaps and providing supports especially for our African American students.</p>	African American		55.00	60.00
	Students with IEPs		45.00	55.00

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b>				4.00	4.00

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
We have implemented systems and structures for the work of our school and provide a supportive and safe environment.					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
(Blank) (Blank)					

# Strategies

## Strategy 1

If we do...	a full implementation of a comprehensive system of academic support for ALL students in EVERY classroom
Then we see...	create and tailor intensive supports based on individual and small group needs
which leads to...	an increase of students >75% meeting/exceeding their NWEA growth goals.
Budget Description	We will need to budget for and have a lead for MTSS to create plans, monitor implementation, provide student support and continually follow up with student data. There is also a need to provide funding for after school programs based on student needs. There is also a need to budget for meetings outside of the school day as well as subs for release days.
Tags	MTSS
Action steps	<ul style="list-style-type: none"> <li>(Not started) S1-S4 in SY21 and SY22: Create a master school tracker that contains all relevant assessment data, grades and attendance along with additional programs and intervention plans for each student. Model the document and continually update it during the release days when teachers are forming small groups and plans for students. Document needs to also include the after school programming that is offered to students.</li> </ul> <p>Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>

- (Not started) S1 in SY21: Revise Academic cut scores and academic intervention menu based on purchased materials and relevant assessment data

Tags:MTSS

- (Not started) S1 in SY21: Establish a cycle of data review with ILT and grade band teams. This will include and align to the Assessments Framework agreed to by the school and provide the opportunity for the ILT to first look at the data, then providing the grade band teams to analyze the data and finally conduct BOY and MOY release days for teachers to work directly with the MTSS coach and Data Strategist to build determine a schedule for additional supports, plans for their small groups and individual plans for some students; these plans will be updated on our school's master student tracker.

Tags:MTSS

- (Not started) S1: Based on data analysis of students, develop intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Tags:MTSS

- (Not started) S1 in SY21: Create 10 week after school academic programs to support students at their various levels.

Tags:MTSS

- (Not started) S2: Based on data analysis of students, revise intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Tags:MTSS

- (Not started) S2 in SY21: Create 10 week after school academic programs to support students at their various levels.

Tags:MTSS

- (Not started) S2: Evaluate effectiveness of MTSS program by analyzing student data with the ILT to look at student performance trends with EOY data; based on analysis make adjustments to plans accordingly.

Tags:MTSS

- (Not started) S3 in SY22: Revise Academic cut scores and academic intervention menu based on purchased materials and relevant assessment data

Tags:MTSS

	<ul style="list-style-type: none"> <li>• (Not started) S3 in SY22: Establish a cycle of data review with ILT and grade band teams. This will include and align to the Assessments Framework agreed to by the school and provide the opportunity for the ILT to first look at the data, then providing the grade band teams to analyze the data and finally conduct BOY and MOY release days for teachers to work directly with the MTSS coach and Data Strategist to build determine a schedule for additional supports, plans for their small groups and individual plans for some students; these plans will be updated on our school's master student tracker.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) S3: Based on data analysis of students, develop intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) S3 in SY22: Create 10 week after school academic programs to support students at their various levels.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) S4: Based on data analysis of students, revise intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) S4 in SY22: Create 10 week after school academic programs to support students at their various levels.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) S4: Evaluate effectiveness of MTSS program by analyzing student data with the ILT to look at student performance trends with EOY data; based on analysis make adjustments to the next CIWP.</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	develop a school-wide system of implementation of Tier 1 SEL curriculum and a Behavioral Health Team
Then we see...	students who will engage in regular SEL-focused collaboration and tiered SEL interventions for students
which leads to...	a decrease in crises, misconducts and suspensions and an increase in student attendance among vulnerable student groups



Budget Description	Funding for PD, BHT meeting outside of the school day and student programming needed to support students.
Tags	MTSS, OSEL: Supportive School Environment, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li> <p>• (Not started) S1: Create a Behavioral Health Team led by Counselor and Social Worker. Create a cycle of training, support and expectations for SEL program implementation and Restorative Practices based on staff survey and observation. Also as part of that cycle, create regular check ins with grade band teams and admin</p> <p>Tags:OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) S3: Behavioral Health Team led by Counselor and Social Worker will create a new cycle of training, support and expectations for SEL program implementation and Restorative Practices based on staff survey and observation as well as success from previous year. Also as part of that cycle, create regular check ins with grade band teams and admin</p> <p>Tags:OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) S1-S4: Implement and regularly meet with a student voice committee composed of representatives from grades 3-8. Some representatives can be voted on, some will be chosen.</p> <p>Tags:OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) S1, S3: Counselor, Admin and Social Worker will work with each grade band and PreK to develop the SEL program and expectations along with support. Program will include components of Sanford Harmony, 7th-8th grade program materials and Talking Circles.</p> <p>Tags:OSEL: SEL Instruction</p> </li> <li> <p>• (Not started) S1-S4: Counselor and Social Worker will support SEL at least 3 times per month and share ideas and strategies on how to improve the SEL block.</p> <p>Tags:OSEL: SEL Instruction</p> </li> <li> <p>• (Not started) S1-S4: BHT will coordinate a quarterly visit for each teacher to go and observe another teacher during the SEL block.</p> <p>Tags:OSEL: SEL Instruction</p> </li> <li> <p>• (Not started) S1-S4: BHT will lead a 30-45 minute section of curriculum planning days (See Strat. 4) to discuss successes, challenges and next steps for SEL in classrooms.</p> <p>Tags:OSEL: SEL Instruction</p> </li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) S1-S4: BHT will provide universal Tier 1 supports to prevent absenteeism and targeted weekly Tier 2 (between 90%-95%) and daily Tier 3 (below 90%) interventions for chronic absenteeism.</li> </ul> <p>Tags: OSEL: Supportive School Environment, OSSE: Attendance &amp; Truancy</p>
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### Strategy 3

If we do...	After much reflection, this strategy seemed to fit well with our 4th strategy focused on STEM Curriculum; program would not allow us to delete the strategy
Then we see...	NA
which leads to...	NA
Budget Description	
Tags	
Action steps	

### Strategy 4

If we do...	develop STEM integrated units of study that are standards aligned, project & problem based, real world based and culturally relevant
Then we see...	students learning about the world around them, and problem solving
which leads to...	ALL students being well-rounded, respectful problem solvers
Budget Description	Funds for sub bucket, development of teacher leaders, cycles of learning and support
Tags	Curriculum, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	<ul style="list-style-type: none"> <li>(Not started) S1-S4: In conjunction with our work through our MSAP Grant; Specialists will provide feedback on each unit plan prior to the start of the quarter using the STEM Standards for success rubric</li> </ul> <p>Tags: Curriculum, STE(A)M Schools: Instructional Approach (SSS4)</p> <ul style="list-style-type: none"> <li>(Not started) S1-S4: In conjunction with our work through our MSAP Grant; Specialists provide coaching to each teacher based on need.</li> </ul>

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1-S4: In conjunction with our work through our MSAP Grant; Specialist will develop agendas and co-lead quarterly sessions focused on the curriculum planning for the up-coming quarter. Teachers will be subbed out, or provided 6 hours of planning time outside of school. Teachers will include 2 PBL's per year; expectation is 1 per semester.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) SI: In conjunction with our work through our MSAP Grant; develop specialists and teachers leaders capacity on backwards design. The lead team on this strategy will develop the plan school wide roll-out of expectations, support and accountability.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1: In conjunction with our work through our MSAP Grant, Specialists will support teachers to develop a comprehensive Scope and Sequence of Standards, Topics, Essential Questions and Enduring Understandings.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1: In conjunction with our work through the MSAP Grant; Specialists will lead professional learning on project/problem based learning. Teachers will include 1 PBL per semester.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1: In conjunction with our work through the MSAP Grant; Specialists will support teachers on utilizing various forms of technology and software into their PBL's.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) S1: In conjunction with our work through the MSAP Grant; Teachers will develop and reflect on their PBL's as assessments with support from the STEM Specialists.

Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)

	<ul style="list-style-type: none"> <li>• (Not started) S2: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.  Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)</li> <li>• (Not started) S2: In conjunction with our work through the MSAP Grant; Teachers will reflect on their student's PBL projects using protocols designed to analyze student work (EQUIP Rubric/ LASW tool)  Tags:Balanced Assessment and Grading, STE(A)M Schools: Institutional Capacity (SSS3)</li> <li>• (Not started) S2: In conjunction with our work through the MSAP Grant; Teachers will reflect on their student's PBL projects using protocols designed to analyze student work (EQUIP Rubric/ LASW tool)  Tags:Balanced Assessment and Grading, STE(A)M Schools: Instructional Approach (SSS4)</li> <li>• (Not started) S3-S4: In conjunction with our work through the MSAP Grant;Teachers will begin to develop PBL's quarterly.  Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)</li> <li>• (Not started) S3: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.  Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)</li> <li>• (Not started) S4: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.  Tags:Curriculum, STE(A)M Schools: Instructional Approach (SSS4)</li> </ul>
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**Strategy 5**

If we do...	build teacher capacity to deepen knowledge of strategies and resources to support diverse learners
Then we see...	equitable access to instruction and programming for our diverse learners and increased differentiated supports
which leads to...	an increase of 15% of students with IEP's who are at or above national attainment and an increase to 50% of diverse learners meeting/exceeding their growth targets.

Budget Description	Time for out of school professional development, time to meet on IEP goals and progress monitoring,
Tags	ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> <li>(Not started) S1-S2: Attend professional learning on a literacy intervention program, Foundations, to support implementation of literacy intervention for our diverse learners and at-risk students.  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</li> <li>(Not started) S1-S4: Monthly meetings with Diverse Learner Teachers to build capacity in writing high quality IEPs, sharing instructional practices that scaffold supports for diverse learners in accessing complex texts and tasks, and updating Diverse Learner teachers around District Special Education policies and procedures.  Tags:ODLSS: Cluster Programs, ODLSS: Instructional Quality</li> <li>(Not started) S1-S4: Quarterly meetings with Diverse Learner Teachers and General Education teachers in coteaching settings to integrate opportunities for Diverse Learners in demonstrating core knowledge and skills in the curriculum, collaboration on IEP development, progress monitoring and making assessments accessible to Diverse Learners.  Tags:ODLSS: Instructional Quality</li> <li>(Not started) S1-S4: Attend ODLSS districtwide professional learning to build capacity for DL teachers, including Cluster Teachers, and SECAs to support Diverse Learners.  Tags:ODLSS: Cluster Programs, ODLSS: Instructional Quality</li> <li>(Not started) S1-S4: Develop targeted, data-based afterschool programming to support Diverse Learners and at-risk students in core instructional areas.  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps</li> </ul>

# Action Plan

## Strategy 1

S1 in SY21: Revise Academic cut scores and academic intervention menu based on purchased materials and relevant assessment data

Jul 01, 2020 to Aug 28, 2020 - Frances Izzi

S1 in SY21: Establish a cycle of data review with ILT and grade band teams. This will include and align to the Assessments Framework agreed to by the school and provide the opportunity for the ILT to first look at the data, then providing the grade band teams to analyze the data and finally conduct BOY and MOY release days for teachers to work directly with the MTSS coach and Data Strategist to build determine a schedule for additional supports, plans for their small groups and individual plans for some students; these plans will be updated on our school's master student tracker.

Jul 01, 2020 to Jun 18, 2021 - Frances Izzi and Admin

S3 in SY22: Revise Academic cut scores and academic intervention menu based on purchased materials and relevant assessment data

Jun 01, 2021 to Aug 27, 2021 - Frances Izzi

S3 in SY22: Establish a cycle of data review with ILT and grade band teams. This will include and align to the Assessments Framework agreed to by the school and provide the opportunity for the ILT to first look at the data, then providing the grade band teams to analyze the data and finally conduct BOY and MOY release days for teachers to work directly with the MTSS coach and Data Strategist to build determine a schedule for additional supports, plans for their small groups and individual plans for some students; these plans will be updated on our school's master student tracker.

Aug 01, 2021 to Sep 30, 2021 - Frances Izzi, Admin

S1 in SY21: Create 10 week after school academic programs to support students at their various levels.

Sep 01, 2020 to Dec 31, 2020 - Cynthia Valenciana, Frances Izzi

S2 in SY21: Create 10 week after school academic programs to support students at their various levels.

Jan 01, 2021 to Jun 25, 2021 - Cynthia Valenciana, Frances Izzi

S3 in SY22: Create 10 week after school academic programs to support students at their various levels.

Sep 01, 2021 to Dec 31, 2021 - Cynthia Valenciana, Frances Izzi

S4 in SY22: Create 10 week after school academic programs to support students at their various levels.

Jan 01, 2022 to Jun 30, 2022 - Cynthia Valenciana, Frances Izzi

S1-S4 in SY21 and SY22: Create a master school tracker that contains all relevant assessment data, grades and attendance along with additional programs and intervention plans for each student. Model the document and continually update it during the release days when teachers are forming small groups and plans for students. Document needs to also include the after school programming that is offered to students.

Jun 01, 2020 to Jun 30, 2022 - Frances Izzi, Colleen McKittrick

S1: Based on data analysis of students, develop intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Sep 27, 2020 to Oct 09, 2020 - Frances Izzi

S2: Based on data analysis of students, revise intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Jan 04, 2021 to Jan 30, 2021 - Frances Izzi

S3: Based on data analysis of students, develop intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Sep 01, 2021 to Oct 08, 2021 - Frances Izzi

S4: Based on data analysis of students, revise intervention groups and create a schedule of support for all available staff. The groups will be strategic, goal orientated and done in collaboration with the homeroom teacher.

Jan 01, 2022 to Jan 28, 2022 - Frances Izzi

S2: Evaluate effectiveness of MTSS program by analyzing student data with the ILT to look at student performance trends with EOY data; based on analysis make adjustments to plans accordingly.

May 16, 2021 to Jun 25, 2021 - Frances Izzi, ILT

S4: Evaluate effectiveness of MTSS program by analyzing student data with the ILT to look at student performance trends with EOY data; based on analysis make adjustments to the next CIWP.

May 23, 2022 to Jun 30, 2022 - Frances Izzi, ILT, CIWP Team

## **Strategy 2**

S1: Create a Behavioral Health Team led by Counselor and Social Worker. Create a cycle of training, support and expectations for SEL program implementation and Restorative Practices based on staff survey and observation. Also as part of that cycle, create regular check ins with grade band teams and admin

Aug 02, 2020 to Sep 30, 2020 - Abby Zurich and Laura Michel

S3: Behavioral Health Team led by Counselor and Social Worker will create a new cycle of training, support and expectations for SEL program implementation and Restorative Practices

based on staff survey and observation as well as success from previous year. Also as part of that cycle, create regular check ins with grade band teams and admin

Aug 22, 2021 to Oct 01, 2021 - Abby Zuriech and Laura Michel

S1-S4: Implement and regularly meet with a student voice committee composed of representatives from grades 3-8. Some representatives can be voted on, some will be chosen.

Sep 01, 2020 to Jun 30, 2022 - Izzi, Zuriech, Michel

S1, S3: Counselor, Admin and Social Worker will work with each grade band and PreK to develop the SEL program and expectations along with support. Program will include components of Sanford Harmony, 7th-8th grade program materials and Talking Circles.

-

S1-S4: Counselor and Social Worker will support SEL at least 3 times per month and share ideas and strategies on how to improve the SEL block.

-

S1-S4: BHT will coordinate a quarterly visit for each teacher to go and observe another teacher during the SEL block.

-

S1-S4: BHT will lead a 30-45 minute section of curriculum planning days (See Strat. 4) to discuss successes, challenges and next steps for SEL in classrooms.

-

S1-S4: BHT will provide universal Tier 1 supports to prevent absenteeism and targeted weekly Tier 2 (between 90%-95%) and daily Tier 3 (below 90%) interventions for chronic absenteeism.

Sep 01, 2020 to Jun 30, 2022 - Admin, Counselor, Social Worker, BHT Team

### **Strategy 3**

### **Strategy 4**

S1: In conjunction with our work through our MSAP Grant; develop specialists and teachers leaders capacity on backwards design. The lead team on this strategy will develop the plan school wide roll-out of expectations, support and accountability.

Jul 01, 2020 to Aug 28, 2020 - Tobiason, McKittrick, Valenciana, Admin

S1-S4: In conjunction with our work through our MSAP Grant; Specialists provide coaching to each teacher based on need.



Jul 01, 2020 to Jun 30, 2022 - Tobiason, McKittrick, Valenciana

S1-S4: In conjunction with our work through our MSAP Grant; Specialists will provide feedback on each unit plan prior to the start of the quarter using the STEM Standards for success rubric

Jul 01, 2020 to Jun 30, 2022 - Tobiason, McKittrick, Valenciana,

S1-S4: In conjunction with our work through our MSAP Grant; Specialist will develop agendas and co-lead quarterly sessions focused on the curriculum planning for the up-coming quarter. Teachers will be subbed out, or provided 6 hours of planning time outside of school. Teachers will include 2 PBL's per year; expectation is 1 per semester.

Jul 01, 2020 to Jun 30, 2022 - Tobiason, McKittrick, Valenciana

S1: In conjunction with our work through our MSAP Grant, Specialists will support teachers to develop a comprehensive Scope and Sequence of Standards, Topics, Essential Questions and Enduring Understandings.

Jul 01, 2020 to Aug 28, 2020 - Tobiason, McKittrick, Valenciana,

S1: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.

Jul 01, 2020 to Jan 23, 2021 - Tobiason, McKittrick, Valenciana

S2: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.

Jan 23, 2021 to Jun 30, 2021 - Tobiason, McKittrick, Valenciana

S3: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.

Jul 01, 2021 to Jan 21, 2022 - Tobiason, McKittrick, Valenciana

S4: In conjunction with our work through our MSAP Grant; Specialists, MSAP Monitors and admin will meet to discuss successes, challenges and next steps to help better inform our work around curriculum.

Jan 22, 2022 to Jun 30, 2022 - Tobiason, McKittrick, Valenciana

S1: In conjunction with our work through the MSAP Grant; Specialists will lead professional learning on project/problem based learning. Teachers will include 1 PBL per semester.

Jul 01, 2020 to Jan 23, 2021 - Tobiason, McKittrick

S1: In conjunction with our work through the MSAP Grant; Specialists will support teachers on utilizing various forms of technology and software into their PBL's.

Jul 01, 2020 to Jan 23, 2021 - Tobiason, McKittrick

S1: In conjunction with our work through the MSAP Grant; Teachers will develop and reflect on their PBL's as assessments with support from the STEM Specialists.

Jul 01, 2020 to Jan 22, 2021 - Tobiason, McKittrick

S2: In conjunction with our work through the MSAP Grant; Teachers will reflect on their student's PBL projects using protocols designed to analyze student work (EQUIP Rubric/ LASW tool)

Jan 23, 2021 to Mar 05, 2021 - Tobiason, McKittrick

S2: In conjunction with our work through the MSAP Grant; Teachers will reflect on their student's PBL projects using protocols designed to analyze student work (EQUIP Rubric/ LASW tool)

May 30, 2021 to Jun 30, 2021 - Tobiason, McKittrick

S3-S4: In conjunction with our work through the MSAP Grant; Teachers will begin to develop PBL's quarterly.

Aug 01, 2021 to Jul 01, 2022 - Tobiason, McKittrick

## **Strategy 5**

S1-S2: Attend professional learning on a literacy intervention program, Foundations, to support implementation of literacy intervention for our diverse learners and at-risk students.

Sep 08, 2020 to Jun 30, 2021 - Admin, Primary Teachers, DL Teachers

S1-S4: Monthly meetings with Diverse Learner Teachers to build capacity in writing high quality IEPs, sharing instructional practices that scaffold supports for diverse learners in accessing complex texts and tasks, and updating Diverse Learner teachers around District Special Education policies and procedures.

Sep 08, 2020 to Jun 30, 2022 - Admin, DL teachers

S1-S4: Quarterly meetings with Diverse Learner Teachers and General Education teachers in coteaching settings to integrate opportunities for Diverse Learners in demonstrating core knowledge and skills in the curriculum, collaboration on IEP development, progress monitoring and making assessments accessible to Diverse Learners.

Nov 09, 2020 to Apr 15, 2022 - DL teachers, General Education Teachers

S1-S4: Attend ODLSS districtwide professional learning to build capacity for DL teachers, including Cluster Teachers, and SECAs to support Diverse Learners.

Sep 08, 2020 to Jun 30, 2022 - DL teachers, SECAs

S1-S4: Develop targeted, data-based afterschool programming to support Diverse Learners and at-risk students in core instructional areas.

Nov 09, 2020 to May 20, 2022 - DL teachers, general education teachers

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

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

### ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

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

**Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Our strategies and goals target our populations of students that need additional support to make greater academic gains. This includes work with our EL's and DL's, ensuring that our STEM curriculum and intervention supports meet their needs.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Our instructional strategies are built upon CPS Framework for teaching, stemming from the Danielson Framework. In addition, our goals are based on reliable assessments aligned to CCSS and as a part of this plan, teachers will receive support to understand, plan and reflect with the support of a coach.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan**

**(includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

We are focusing on real world problem based and project based learning. This will support the learning and understanding for all students, particularly our EL's and DL's

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

We post our positions in taleo and follow the CPS policy for recruitment and hiring. In addition, we have created pipelines with UIC and ISU to provide access to candidates with ESL/Bilingual and LBS1. These partnerships have afforded us opportunities for first interviews upon completion of programs.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

The ILT and STEM Specialists will create cycles of learning. In these cycles, the professional learning will be tailored to meet the needs of teachers and followed up with peer visits and coaching support.

**Strategies to increase parent involvement, such as family literacy services.**

We will host 4 quarterly STEM Nights as well as a Back to School Party in August prior to the start of the school year. In addition, we will continue to offer classes to parents based on their needs such as the cooking and nutrition classes and book studies.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

We will host several events for transitioning PreK students. 1. Step up to Kindergarten where the parent and child will be able to spend 1.5 hours in the kinder classroom with the kinder teacher to build relationships and become familiar with the staff and environment. 2. We will host a special first day of school event, allowing parents to accompany their child into school the first day. 3. For our PreK students that remain, we will have collaboration meetings between the PreK teachers and Kinder teachers to understand the students skills and necessary supports. 4. We will work to do 1:1 assessments of Kinder students in the summer before the start of the school year.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

CPS created a policy whereby teachers vote on the academic assessments. The polling document for the voting is created with a representative group of teachers and elections are held using established protocols.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

We offer support for teachers to plan accordingly for their students semesterly and weekly at grade band meetings. In addition, we offer academic programs for DL's, students below grade level, at grade level and

above grade level for reading and math. In addition, we have staff that support small group instruction and ESL blocks.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

The coordination comes from the representation of all key groups on a leadership team that help to guide the work of our school.

## ESSA Targeted Assistance Program

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### Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

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

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

Within the first few days of school, a communication will be sent home describing the different organizations, such as the PAC, that are part of our school community. This communication will have contact information for the point person as well as the first semester worth of meetings and the meeting topics. Parent attendance will be tracked and incentives will be provided for those who attend meetings. The Annual Meeting is tentatively scheduled for 9/25/2020 at 9:00. The Organizational Meeting is tentatively scheduled for 9/25/2020 at 9:30 am

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

The NCLB Annual Meeting will provide information regarding curriculum, instruction and assessments happening in the school. A section of the agenda will allot time for parents to discuss with administration or administrations designee, school level decisions impacting the education of their child. The information discussed will be shared appropriately and school administration will weigh suggestions and deal with those suggestions accordingly.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

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

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.**

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

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

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

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

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

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

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

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

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

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

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

### Policy Implementation Activities

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

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

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

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

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

NA

### School-Parent Compact (Complete)

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

Jungman STEM Magnet School is a diverse community that develops global citizens by maximizing EVERY student's ability to lead, create, communicate, collaborate, and think critically.

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

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

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

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

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

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

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

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

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



Parents can sign up and use Parent Portal to help monitor student attendance, homework completion and grades.  
 The entire school will use Class Dojo as a way to communicate weekly with parents and families. This is an external app that parents have to sign up for.

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

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

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

Students will engage with goal setting around attainable targets for their core classes. In addition, incentives will be provided for perfect attendance, honor roll and high honor roll.  
 Goal setting templates will be provided for all students in their class agendas.

**Parent Budget (Complete)**

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

Training and topics are discussed and decided at the first PAC meeting of the year.

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

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><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.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><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.</p>	<p>\$573.00</p>

<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1000.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> 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.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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 be used only by parents.	\$0.00