

Mahalia Jackson Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Tracey Redmond	Principal	tredmond@cps.edu	Has access
Tanya Henderson-Johnson	MS Math Teacher	tnhenderson@cps.edu	Has access
Crujera Wiggins	Case Manager and EIT	cnmiller@cps.edu	Has access
Clayton Childress	SECA	cchildress5@cps.edu	Has access
Peteesa Curb	SECA	prcurb@cps.edu	Has access
Alexandra Richmond	DL Teacher and MCL	arichmond1@cps.edu	Has access
Janeen Walker	MS Science and MCL	jwalker@cps.edu	Has access
Tesheana Dillard	Primary Teacher and EIT	tdrobinson4@cps.edu	Has access
Allen Mosley	Intermediate Teacher	amosley@cps.edu	Has access
Jymmetta Penson	LSC Chairperson	jpenson@colum.edu	Has access
Sherisse Lucas	Assistant Principal	salucas@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	11	SEF Ratings
02/21/2020	8	Goals
05/04/2020	9	Action Steps

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
 - 3 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Weekly update captures small wins and improvements, agendas, PD plan, data collections, assessment analysis
- 3 - Structure for Continuous Improvement
 - 2 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
 - 4 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
 - 3 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
 - 2 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:** LSC agenda, principal's report, budget, pictures, observations, armark and inspection reports, new teachers have succeeded in being mentored, 5Essentials report

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:**
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 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
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:**
- 2 - 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
 - 3 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
 - 4 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 Utilize assessments that measure the development of academic language for English learners
 - 2 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
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** Gradebook, ILT GLT agendas and protocols, assessment analysis data, partnership with Stride
- 1 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
 - 4 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 1 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)
 - 1 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)
 - 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 2 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)
 - 1 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)
 - 1 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)
 - 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
 - 1 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)

- 2 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)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 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:** Agendas, Aspen,
- 1 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 1 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** We are an elementary school and are just beginning our college and career foci

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We are working on our relationship mapping for this school year. %Essentials rated this area much higher than the CIWP team
- 1 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues

- 1 Explore their identities and beliefs (REQUIRED: OSEL)
- 1 Exercise student voice (REQUIRED: OSEL)
- 1 Authentically interact with community and civic leaders
- 1 Engage with their community
- 1 Take informed action where they work together to propose and advocate for solutions
- 1 Experience a schoolwide civics culture
- **Evidence:** Peace circles have begun in some classrooms, Student Voice committee has begun their work.
- 2 - 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)
 - 2 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:** Culture and Climate Team exists, not all staff have consistently agreed upon our previous and continual training in restorative practices, some staff still struggle with transition procedures that are currently in place. PBIS - be respectful, be responsible, and be safe. These were consistently reinforced during morning meeting which is no longer taking place. Each station throughout the school is labeled with these expectations
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 1 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 1 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Dashboard, PD plans and agendas, Aspen reports
- 3 - Family & Community Engagement
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 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)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 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:** Partnerships, agendas, pictures

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
1	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Physical and Emotional Safety	3
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	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: 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	Overall Attendance
Root Cause 1	Attendance plan has been analyzed through the root cause analysis and start, stop, continue information needs to be implemented from the results of the analysis
Area of Critical Need 2	Attainment of second graders in reading
Root Cause 2	If MTSS all levels are not working PD for teachers should occur
Area of Critical Need 3	Attainment of second graders in math
Root Cause 3	Consistent feedback and small levers for action did not occur as it should have
Area of Critical Need 4	Attainment in grades 3-8 in reading
Root Cause 4	Instruction is not balanced in literacy - comprehension, fluency, word knowledge, and writing
Area of Critical Need 5	Attainment in grades 3-8 in math
Root Cause 5	Foundational skills need to be provided in research based intervention

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
Vision: Attendance Rate I chose this metric because in 2020 we actually dropped in attendance rate after three consecutive years of gains. This year we are trending below our previous year.	Overall		95.00	96.00
	African American		95.00	96.00
SQRP: National School Growth Percentile - Math (Grades 3-8)	Overall		12.00	24.00
	African American		12.00	24.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
I chose this metric because we are consistently in the single digits for math school wide.				
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		12.00	24.00
I chose this metric because our second graders are not achieving expected outcomes	African American		12.00	24.00
SQRP: National School Attainment Percentile - Reading (Grade 2)	Overall		12.00	24.00
I chose this metric because our second graders are not meeting the expected attainment levels of the district	African American		12.00	24.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Overall		64.00	75.00
I chose this metric because students at MJES show incremental growth and they are meeting their growth targets.	African American		64.00	75.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well organized				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If we do DDI cycles with fidelity focusing on Tier 1 instructional practices,
Then we see...	Then we will see teachers providing the instructional supports necessary for students to independently complete tasks and activities
which leads to...	Which leads to and increase in student proficiency, teachers progress monitoring and making adjustments to instruction based on data.
Budget Description	Professional development for teachers, substitute services, Social studies curriculum, development of Saturday school programming
Tags	Leadership for Continuous Improvement, Curriculum, Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Develop structure for learning walks, using observation and student data to support the development & improvement of problem of practice Tags:Instruction • (Not started) Evaluate\examine literacy and math resources (STRIDE/BlueStreak) and address gaps through purchase of additional resources if needed. Tags:Instruction • (Not started) Purchase online social studies curriculum for K-8 teachers that teach SS & provide on-going PD to support implementation. Tags:Instruction • (Not started) Review existing ELA curriculum (Reading Streets and Perspectives) for alignment to (standards, scope and sequence, assessments, curricular resources) Tags:Instruction • (Not started) Define the work of EIT & MCLs to develop a system of coaching support for teachers. Tags: • (Not started) Develop and implement vertical planning structures based on subject/content area for teachers Tags:Instruction

	<ul style="list-style-type: none"> • (Not started) Develop Saturday Rising Eagles Scholars program targeting students needing additional instructional support & enrichment activities <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Develop Jackson DDI learning cycle framework to monitor and adjust instructional improvement <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Develop and implement vertical planning structures for teachers based on subject/content areas <p>Tags:Instruction</p> <ul style="list-style-type: none"> • (Not started) Integrate MTSS PSP academic structure into the DDI cycle. <p>Tags:Instruction, MTSS: Problem Solving Process</p>
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Strategy 2

If we do...	If we develop a grading policy /framework and provide teachers with professional development around grading practices,
Then we see...	Then we will see teachers using their grading data to inform instruction...
which leads to...	Which leads to teachers monitoring grades to adjust instruction in a non-punitive approach.
Budget Description	Professional Development, planning
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Develop MJES school-wide grading policy that is clear and inclusive of the needs of all students <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) Create a teacher-led PLC that focuses on evaluating grading practices and instruction through reviewing student data <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) Implement gradebook monitoring system to regularly check student progress and achievement <p>Tags:Balanced Assessment and Grading</p>

	<ul style="list-style-type: none"> (Not started) Engage all staff (teachers & SECAs) in professional learning around equitable grading practices <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Implement quarterly student & parent meetings to review grading policies and practices <p>Tags:Balanced Assessment and Grading</p>
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Strategy 3

If we do...	If we develop a tiered SEL framework with schoolwide fidelity and provide staff with professional development and support to implement practices, ...
Then we see...	Then we will see staff creating learning environments where students and staff feel safe, supported and respected..
which leads to...	Which leads to a decrease in misconducts/suspensions in the number of students needing Tier 2 and Tier 3 SEL supports while empowering teachers to feel safe, supported and respected.
Budget Description	Purchase SEL program, Restorative practice on going professional development for staff,
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	<ul style="list-style-type: none"> (Not started) Develop and implement a school wide restorative practice plan <p>Tags:Relational Trust, Physical and Emotional Safety, Safety & Security</p> <ul style="list-style-type: none"> (Not started) Establish clear school policies and reinforce goals - anti-bullying, harassment and non-discrimination policies reflect state and district guidelines, include definitions and consequences and are clearly communicated to the school community. <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> (Not started) Develop dedicated time for SEL instruction by creating calm classrooms and morning circles in each homeroom/classroom. <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> (Not started) Develop a school wide Behavior Health Team using a tiered system of behavioral health support. <p>Tags:Physical and Emotional Safety</p>

	<ul style="list-style-type: none"> • (Not started) Provide on-going professional development for staff covering SEL practices - restorative conversations, mental health, MTSS problem solving process, etc. <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Create parent PLC to educate parents on behavioral health issues, healthy eating, academic concerns. Utilize parent room and school counselor and social worker to ensure parent support for carryover of SEL work from school to home. <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Develop school wide use of appropriate screeners to identify areas needed for support and intervene using appropriate Tier II and III SEL interventions. <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Define responsibilities of Teams for Tier I and II/III Supports: Redefine our current Culture and Climate Team into two separate teams. Tier 1 Team is responsible for implementation of all Tier I systems (Classroom Morning Circles, Second Step, Calm Classroom, Chill Zones, CHAMPS, PBIS), Tier II/III Team is responsible for responsive RP implementation, discipline procedure implementation and refinement, partnership with BHT to ensure Tier II/III supports implemented along with BIPs for high fliers, discipline data review and response.Tier I Frameworks: 2nd Step, Calm Classroom implemented with fidelity in all classrooms <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Clearly outline BHT process, roles, responsibilities, a process for progress monitoring of students who receive Tier II and III supports with clear identification of who is responsible for this progress monitoring, and process to review and respond. (include teachers in BHT process) <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Research and obtain training and guidance around what to do when interventions are non-responsive <p>Tags:Physical and Emotional Safety</p> <ul style="list-style-type: none"> • (Not started) Review and modify existing behavior matrix to develop effective natural consequences for extreme behavior after de-escalation occurs <p>Tags:Physical and Emotional Safety</p>
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Strategy 4

If we do...	Implement all components of Gradual Release of Responsibility within all classrooms
Then we see...	...then we see...explicit instruction that promotes equitable access to all curricular content
which leads to...	...which leads to...students engaged in active learning from explicit modeling.
Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: Extended Learning, CIDL: Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Administration reviews lesson plans and provide feedback based on components of GRR Tags:Instruction, CIDL: Curriculum (Not started) Administration conducts classroom visits and provides feedback with next steps that are time-frame defined and followed-up on with specific details for improvement. Tags:Instruction, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, CIDL: Curriculum (Not started) Admin and ILT develop professional learning plan for the whole year (For example: refer to N11 common planning rhythm) to analyze data and identify root causes for instructional effectiveness. Tags:Curriculum, Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Equitable Access

Strategy 5

If we do...	Provide students access to high-quality core instruction in the general education settings with opportunities to learn with and from non disabled/disabled peers. Instruction from teachers who hold high expectations and the belief that all students can learn and succeed.
Then we see...	Developing closer relationships with staff and students across the entire school community. Engage with both grade-level content and individualized instruction for interventions and accelerated growth in order to experience ongoing development with academic, social, and self advocacy skills.
which leads to...	Students having increased confidence in their identities as lifelong learners and better prepare for post secondary education, employment, and civic engagement.
Budget Description	

Tags	Transitions, College & Career Access, & Persistence, Family & Community Engagement, Arts Education: Community and Career Connections (F/PA #6), CBE: SEL Integration, FACE2: Parent Engagement, MTSS: Family and Community Engagement, OSEL: Supportive Classroom Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Develop a common understanding of the instructional core and how it fosters creativity and problem solving in young learners. Tags: OSEL: Supportive Classroom Environment • (Not started) Create structures to provide students with opportunities for collaboration with group and partnership work in and out of the school environment. Tags: Budget & Grants, CBE: Extended Learning • (Not started) Provide students with access and training on how to use technology to support and enhance their learning in and out of the classroom environment. Tags: • (Not started) Recruit and develop students for the schools student voice committee. Tags: OSEL: Supportive School Environment • (Not started) Develop Character education by incorporating into the student's content learning. (communication and collaboration). Tags: Student Voice, Engagement, and Civic Life • (Not started) Educate parents about student voice in school and they must continually be informed with ongoing communication. Tags: FACE2: Parent Engagement

Action Plan

Strategy 1

Develop structure for learning walks, using observation and student data to support the development & improvement of problem of practice

Sep 08, 2020 to Nov 20, 2020 - ILT Administration

Evaluate\examine literacy and math resources (STRIDE/BlueStreak) and address gaps through purchase of additional resources if needed.

Sep 08, 2020 to Nov 20, 2020 - MCL Teachers, Teacher Leaders, Teachers, Administration

Purchase online social studies curriculum for K-8 teachers that teach SS & provide on-going PD to support implementation.

Aug 24, 2020 to Sep 08, 2020 - All teachers who teach math K-8, TLs MCL, Administration

Review existing ELA curriculum (Reading Streets and Perspectives) for alignment to (standards, scope and sequence, assessments, curricular resources)

Aug 24, 2020 to Sep 08, 2020 - All teachers who teach reading K-8, TLs, MCL, Admin

Define the work of EIT & MCLs to develop a system of coaching support for teachers.

Aug 24, 2020 to Sep 08, 2020 - All teachers, MCL, EIT, Admin

Develop and implement vertical planning structures based on subject/content area for teachers

Jul 13, 2020 to Aug 24, 2020 - ILT, Admin

Develop Saturday Rising Eagles Scholars program targeting students needing additional instructional support & enrichment activities

Oct 17, 2020 to Feb 27, 2021 - ILT, Teachers, Columbia College, Admin

Develop Jackson DDI learning cycle framework to monitor and adjust instructional improvement

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Develop and implement vertical planning structures for teachers based on subject/content areas

Aug 10, 2020 to Nov 20, 2020 - Admin, all teachers

Integrate MTSS PSP academic structure into the DDI cycle.

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Strategy 2

Develop MJES school-wide grading policy that is clear and inclusive of the needs of all students

Jul 06, 2020 to Aug 24, 2020 - Admin, ILT,

Create a teacher-led PLC that focuses on evaluating grading practices and instruction through reviewing student data

Sep 08, 2020 to Dec 18, 2020 - Admin, ILT, TLs

Implement gradebook monitoring system to regularly check student progress and achievement

Sep 17, 2020 to Jun 11, 2021 - Admin, all teachers

Engage all staff (teachers & SECAs) in professional learning around equitable grading practices

Sep 08, 2020 to Dec 18, 2020 - Admin, all staff

Implement quarterly student & parent meetings to review grading policies and practices

Sep 07, 2020 to May 28, 2021 - Admin, ILT, TLs,

Strategy 3

Develop and implement a school wide restorative practice plan

Sep 08, 2020 to Nov 20, 2020 - Teachers, ILT, CC and Administration

Establish clear school policies and reinforce goals - anti-bullying, harassment and non-discrimination policies reflect state and district guidelines, include definitions and consequences and are clearly communicated to the school community.

Sep 08, 2020 to Nov 20, 2020 - Administration

Develop dedicated time for SEL instruction by creating calm classrooms and morning circles in each homeroom/classroom.

Aug 17, 2020 to Nov 20, 2020 - School Counselor, CC, Admin

Develop a school wide Behavior Health Team using a tiered system of behavioral health support.

Aug 17, 2020 to Nov 20, 2020 - School Counselor, Admin

Provide on-going professional development for staff covering SEL practices - restorative conversations, mental health, MTSS problem solving process, etc.

Aug 17, 2020 to Nov 20, 2020 - School Counselor, CC, Admin

Create parent PLC to educate parents on behavioral health issues, healthy eating, academic concerns. Utilize parent room and school counselor and social worker to ensure parent support for carryover of SEL work from school to home.

Sep 08, 2020 to Nov 20, 2020 - School Counselor, CC, LSC, PAC, FACE, Admin

Develop school wide use of appropriate screeners to identify areas needed for support and intervene using appropriate Tier II and III SEL interventions.

Aug 17, 2020 to Nov 20, 2020 - School Counselor, CC, Admin

Define responsibilities of Teams for Tier I and II/III Supports: Redefine our current Culture and Climate Team into two separate teams. Tier 1 Team is responsible for implementation of all Tier I systems (Classroom Morning Circles, Second Step, Calm Classroom, Chill Zones, CHAMPS, PBIS), Tier II/III Team is responsible for responsive RP implementation, discipline procedure implementation and refinement, partnership with BHT to ensure Tier II/III supports implemented

along with BIPs for high fliers, discipline data review and response. Tier I Frameworks: 2nd Step, Calm Classroom implemented with fidelity in all classrooms

-

Clearly outline BHT process, roles, responsibilities, a process for progress monitoring of students who receive Tier II and III supports with clear identification of who is responsible for this progress monitoring, and process to review and respond. (include teachers in BHT process)

-

Research and obtain training and guidance around what to do when interventions are non-responsive

-

Review and modify existing behavior matrix to develop effective natural consequences for extreme behavior after de-escalation occurs

-

Strategy 4

Administration reviews lesson plans and provide feedback based on components of GRR

Sep 08, 2020 to Nov 20, 2020 - Teachers and Administration

Administration conducts classroom visits and provides feedback with next steps that are time-frame defined and followed-up on with specific details for improvement.

Sep 08, 2020 to Nov 20, 2020 - Administration

Admin and ILT develop professional learning plan for the whole year (For example: refer to N11 common planning rhythm) to analyze data and identify root causes for instructional effectiveness.

Aug 17, 2020 to Sep 08, 2020 - ILT, Teachers and Administration

Strategy 5

Develop a common understanding of the instructional core and how it fosters creativity and problem solving in young learners.

Aug 24, 2020 to Nov 20, 2020 - Teachers, Counselor, Admin

Create structures to provide students with opportunities for collaboration with group and partnership work in and out of the school environment.

Aug 24, 2020 to Nov 20, 2020 -

Provide students with access and training on how to use technology to support and enhance their learning in and out of the classroom environment.

Aug 24, 2020 to Nov 20, 2020 -

Recruit and develop students for the schools student voice committee.

Aug 24, 2020 to Nov 20, 2020 -

Develop Character education by incorporating into the student's content learning. (communication and collaboration).

Aug 24, 2020 to Nov 20, 2020 -

Education parents about student voice in school and they must continually be informed with ongoing communication.

Aug 24, 2020 to Nov 20, 2020 -

Fund Compliance

ESSA Program

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.

The school has completed a needs assessment to promote student achievement.

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

MTSS strategy implementation for both academic and SEL.

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.

Restorative practices and interventions will be implemented to assist students with being successful.

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).

Counseling services, SEL schoolwide plan, academic goal setting for college and career readiness will be implemented during SY 20-21.

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

Leadership opportunities are offered to teachers in parent development, student voice development and teacher coaching through relationships developed with Opportunity Schools.

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.

Professional development provided on an on-going basis to meet the learner needs.

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

Family Math night, Family Literacy night, as well as other monthly family and community engagement activities are hosted.

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.

The school will provide a step up plan to help PreK students transition to Kindergarten.

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.

Teachers, ILT and staff will be consulted in determining the assessments to be used school wide.

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.

MTSS problem solving process will be implemented to determine the intervention assistance needed by students.

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.

Healthy school status information and parent training will be hosted for parents and community.

ESSA Targeted Assistance Program

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.

In order to increase family and community engagement, Mahalia Jackson will placed priority emphasis on the following areas:

Making parents/families/students feel welcomed. Staff will participate in greeting students and families during arrival and dismissal.

Staff professional development on SEL practices to help change and soften the attitudes of school staff teaching them to recognize the advantages of teachers, staff and parents working together

Consider the educational level, language, culture, and home situation of students and parents.

Allow teachers time to plan and organize parent activities.

Appoint a teacher/parent advocate to work with parents and provide parent training sessions

Take parents' interests and needs into consideration when planning activities.

Recognize that even if parents cannot be present at school, helping their children at home is also a valuable contribution.

Utilize parent volunteers in the building

Continue to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards.

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

M. Jackson will hold two parent-teacher conferences in November and April of the school year. We will also provide a parent meeting for 8th grade students and benchmark grade families. 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.

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 school will provide parents access to staff. Parents can reach teachers via e-mail, the school phone, ClassDojo, Google Classroom and can expect a response within 2 school days. Parents may also schedule conferences with teachers and staff as needed.

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 will also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of students standardized test scores at BOY, MOY and EOY,

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.

The School will send correspondence home via mail and any other appropriate means of communication at that time.

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.

The school will conduct parent workshops to 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.

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.

The school encourage parents to participate in programming offered through Chicago Public Schools Parent University which provides 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.

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.

Mahalia Jackson will conduct a series of events to help foster parent teacher partnerships using our FACE manager and resources.

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.

School plans to conduct parent resource fair 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

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 school will use different delivery models to 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.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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

The CIWP priorities and action steps were shared with LSC for input but final approval will come from Network chief due to school standing.

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.)

The school will provide all students with a high quality well rounded educational experience that promotes college and career readiness.

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 school will conduct parent teacher conference twice a year; in November and April per the school calendar dates

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

The school will also provide parents with frequent reports on their children's progress; this includes but not limited to 5 week progress reports, BAG (Behavior, Academic and Grades) reports quarterly. Families will also be informed of scholars standardized test scores at BOY, MOY and EOY,

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

The school will continue to provide parents access to staff. Parents can reach teachers via e-mail and ClassDojo and can expect a response within 2 school days. Parents may also schedule conferences with teachers and staff as needed.

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 invited to volunteer in our building on the as needed basis if they meet the volunteer protocols set by the Chicago Public Schools. We will also provide opportunities for families to volunteer and participate in their children's classrooms, assemblies, field trips, family/community engagements.

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

Families are expected to play an intricate part in their student's learning from monitoring attendance, homework completion, and making sure students are prepared for school. The counselor and the staff of the school will continue to work with families to help them to support their students with learning via workshops and putting SEL supports in place. We will continue to form a collaborative effort between the home and the school to ensure that students' needs are met.

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

Excellent schools value the uniqueness that each student brings to his or her learning and construct learning opportunities aimed to challenge each student just beyond what he or she is able to do. Families will participate in decisions relating to the education of their children. We will continue to invite parents to participate in quarterly family days, monthly PAC meetings, bi-monthly LSC meetings, Open House, and State of the School Address.

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).

The students will share the responsibility for improved student academic achievement. All students will participate in goal setting. This process will start as early as Kindergarten to enable them set their own targets and work towards academic and behavior goals. Students will have access to the Eagle Store to spend Eagle bucks bi-weekly. Eagle Bucks are earned for good behavior, attendance, and positive attitude.

Parent Budget (Complete)

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

Our goal is to partner with parents to support the our mission of providing all students with an high quality well rounded educational experiences that promotes college and career readiness.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$400.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$300.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00

54125	<p>Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)</p>	\$1000.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$281.00
54205	<p>Travel 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.</p>	\$0.00
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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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 be used only by parents.</p>	\$0.00