

Minnie Mars Jamieson Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	ILT (Mr.Khoury (ab), Mrs.Wehrman, Mrs.Cor, Mr.Olszewski, Mrs.Cole (ab), Mrs.Learnahan (ab), Mrs.Hsu(ab), Mrs.Paik, Mr.Baughman, Ms.Lonis,, Mr. McCormick, Ms.McGowan, Ms.Murakami (ab), Ms.Vidljivic	CIWP team creation, dates for meetings, SEF
02/05/2020	ILT (some members) and Admin, Counselor	CIWP SEF portion; CPS 5-Year Vision Portal and SQRP review

Date	Participants	Topic
02/12/2020	ILT	Data analysis
02/19/2020	ILT	Data analysis; School Excellence Framework Priorities; Vision metrics
02/20/2020	Open to all staff	Summary of what we have done so far with the CIWP
02/26/2020	ILT	Root Cause Analysis

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

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 4 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
- 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
- 4 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

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
 - 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:**
- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 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
 - 4 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:**
- 3 - Balanced Assessment and Grading
 - 3 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
- 3 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
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 4 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)
 - 2 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 2 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)
- 4 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)
- 4 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)
- 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)
- 4 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum

- 3 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:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 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)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 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:**
- 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)
- 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
- 3 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:**

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	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Relational Trust	2
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	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

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

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Math attainment for grades 2-8 and math growth for grades 3-8 Latinx and African American male students and students with IEPs
Root Cause 1	Possible issues with vertical alignment of math curricula, including significant differences in academic language (vocabulary), fluency, introduction of specific concepts (i.e. geometry) AND Math lacks a clear structure for monitoring student progress and growth, unlike TRC where gains can be identified and celebrated. Also in development of differentiated learning groups
Area of Critical Need 2	Reading attainment for grades 2-8 and reading growth for grade 3-8 Latino males and students with IEPs
Root Cause 2	Insufficient differentiation- as we currently do not have common progress monitoring tools. Current levels of differentiation may not be going deep enough beyond high, middle and low.
Area of Critical Need 3	Area of critical need is under supportive environment - currently at a score of 40 - neutral. All other areas fall under strong between 66 and 76.
Root Cause 3	Students feeling of isolation or lack of connectedness to the community

[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.

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: NWEA Growth G3-8 (Math) Most significant achievement gaps noted in data.	African American		59.90	66.20
	Students with IEPs		56.70	61.80
Vision: NWEA Growth G3-8 (Reading) Most significant achievement gaps noted in data.	Latino (Male)		59.50	60.30
	Students with IEPs		61.60	63.50
Vision: NWEA Attainment G2-8 (Math) Most significant achievement gaps noted in data.	Latinx		67.70	71.30
	Students with IEPs		52.80	58.30
Vision: NWEA Attainment G2-8 (Reading) most significant achievement gaps noted in data	Latino (Male)		67.90	70.50
	Students with IEPs		52.20	60.10
(Blank)				

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 Area of critical need is under supportive environment - currently at a score of 40 - neutral. All other areas fall under strong between 66 and 76.				50.00	60.00

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...	vertically align math based on curricula, fluency and academic language
Then we see...	students with a common math language and equipped with consistent strategies
which leads to...	increased math growth in grades 3-8 and attainment in grades 2-8 for Students with IEPs and Latinx and African American males
Budget Description	Resources: Extended day pay for teacher collaboration and planning. Online math program for use in K-8 classrooms to personalize instruction as well as provide regular progress monitoring with varied supports. PD time to vertically collaborate around math curriculum. Sub bucket for peer observations and feedback. Funds to purchase additional chromebooks and carts as well as replacement of aging chromebooks.
Tags	Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Completed) Merging 4-5 Math PLC with 6-8 Math PLC Tags: Math: Rigorous Tasks • (On-Track) Aligning, K-8, math expectations around, vocabulary, fluency, and progress monitoring. Tags: Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access • (On-Track) Creating a curriculum alignment team with members from kindergarten through 8th grade. Tags: Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum • (On-Track) Teacher participation in peer planning and observations of lessons. Tags: Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access • (On-Track) Review progress monitoring tools and select a tool(s) that will support consistent and ongoing (monthly) progress monitoring of students in mathematics.

	<p>Tags:MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (On-Track) Teacher consistent use of progress monitoring tool (monthly) to support individualized learning in mathematics (MTSS, groupings, specific skill supports, etc.). <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation</p>
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Strategy 2

If we do...	more specific individualization and differentiation, targeted to student needs, and a more consistent use of common formal progress monitoring tools
Then we see...	an increase in foundational skill development
which leads to...	increased reading growth for grades 3-8 and reading attainment for grades 2-8 for Latino males and students with IEPs.
Budget Description	Resources: Time to research various progress monitoring tools to use school wide. Material support for classroom teachers to better differentiate instruction. Professional development for progress monitoring and groupings of students.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (On-Track) All learners will be progress monitored on a regular and consistent basis in both reading and math. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) Monthly progress monitoring will be implemented with consistency and fidelity, within classrooms and/or across grade bands. <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (On-Track) During designated grade level team meetings, teachers review progress monitoring results to plan individualized differentiation for skill development in reading and math. <p>Tags:MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation</p>

	<ul style="list-style-type: none"> (Not started) Purchase a variety of materials (digital and conventional) to support greater differentiation and individualization of the content. <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Personalized Learning: Tailored Learning/Differentiation</p>
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Strategy 3

If we do...	more to develop a more supportive environment through using culturally relevant and responsive pedagogy as well as increasing social emotional competencies
Then we see...	an increase in students feeling a greater connection to the Jamieson school community
which leads to...	more students with IEPs, LatinX and African American having a greater sense of connectedness and an increase in academic growth and attainment.
Budget Description	Funds to purchase teacher text - Culturally Responsive Teaching. Professional development time for staff to read and interact around the text. Extended day pay for teaching teams to engage in professional development. Formation of team for updating PBIS tier 1 supports around SEL.
Tags	OSCPA: Social/Emotional Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Out of School Time, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (On-Track) Purchase culturally relevant and inclusive texts representative of the clientele, woven into both the classroom library and teacher's units of study. <p>Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Completed) Purchase professional development text "Culturally responsive teaching and the Brain." for entire staff PD. <p>Tags:Literacy: Shift 4-21st Century Professional Learning, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Develop common school "look fors" of culturally responsive teaching by reviewing components of the text as part of a year long professional development. <p>Tags:Leadership for Continuous Improvement, Literacy: Shift 4-21st Century Professional Learning, Teacher Leader Development & Innovation: Distributed Leadership</p>

	<ul style="list-style-type: none"> • (Not started) Teacher observations of stronger culturally relevant teaching using a lesson study format. <p>Tags: Leadership for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Develop a diverse student ambassador group with a goal of creating a more supportive environment that will increase the feeling of connectedness within the school community. <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Completed Nov 17, 2020

Merging 4-5 Math PLC with 6-8 Math PLC

Sep 08, 2020 to Dec 18, 2020 - Principal, Assistant Principals and teachers

On-Track Nov 17, 2020

Aligning, K-8, math expectations around, vocabulary, fluency, and progress monitoring.

Sep 08, 2020 to Jun 22, 2021 - Administration, School wide math PLC, ILT.

On-Track Oct 06, 2020

Creating a curriculum alignment team with members from kindergarten through 8th grade.

May 03, 2021 to Jun 10, 2022 - Principal, Assistant Principals, Teachers

On-Track Oct 06, 2020

Teacher participation in peer planing and observations of lessons.

Nov 02, 2020 to Jun 17, 2022 - ILT, Teachers

On-Track Oct 06, 2020

Review progress monitoring tools and select a tool(s) that will support consistent and ongoing (monthly) progress monitoring of students in mathematics.

Oct 05, 2020 to Jan 11, 2021 - Administrators, teacher teams, ILT, PLC

On-Track Oct 06, 2020

Teacher consistent use of progress monitoring tool (monthly) to support individualized learning in mathematics (MTSS, groupings, specific skill supports, etc.).

Feb 01, 2021 to Jun 10, 2022 - Administrators and teachers

Strategy 2

On-Track Sep 22, 2020

All learners will be progress monitored on a regular and consistent basis in both reading and math.

Oct 05, 2020 to Jun 17, 2022 - Administrators and Teachers

Monthly progress monitoring will be implemented with consistency and fidelity, within classrooms and/or across grade bands.

Oct 05, 2020 to Jun 17, 2022 - Administration and Teachers, ILT.

On-Track Sep 29, 2020

During designated grade level team meetings, teachers review progress monitoring results to plan individualized differentiation for skill development in reading and math.

Oct 05, 2020 to Jun 17, 2022 - Teachers

Purchase a variety of materials (digital and conventional) to support greater differentiation and individualization of the content.

Oct 05, 2020 to Jun 17, 2022 - Administrators and teachers

Strategy 3

On-Track Sep 30, 2020

Purchase culturally relevant and inclusive texts representative of the clientele, woven into both the classroom library and teacher's units of study.

Oct 05, 2020 to Jun 17, 2022 - Administration and staff

Completed Sep 30, 2020

Purchase professional development text "Culturally responsive teaching and the Brain." for entire staff PD.

Jul 01, 2020 to Aug 28, 2020 - Administration

Develop common school "look fors" of culturally responsive teaching by reviewing components of the text as part of a year long professional development.

Oct 05, 2020 to Jun 11, 2021 - Teachers and teaching teams

Teacher observations of stronger culturally relevant teaching using a lesson study format.

Oct 05, 2020 to Jun 17, 2022 - Administrators and Teachers

Develop a diverse student ambassador group with a goal of creating a more supportive environment that will increase the feeling of connectedness within the school community.

Oct 05, 2020 to Jun 10, 2022 - Students, Teachers, administration. School Community.

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.

Jamieson conducts multiple and ongoing needs assessments of the entire school throughout the school calendar year. Summer assessment reviews all prior year data (academic, behavioral, disciplinary, attendance, etc) to support planning and goals for the upcoming school year. Monthly grade level teams, department teams (counseling, etc.), our ILT, and the administrative teams review relevant data as it pertains to school wide goals and teacher-student goals. This ensures that on a classroom level students individual needs and goals are being monitored and met while on a larger level, grade level and school level, teachers, teams, and students are progressing on school wide goals.

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

Our focus is on continued differentiation of instruction to better provide individual learning paths/needs for all students to achieve meeting or exceed standards (as measured by IAR and NWEA). This will include use of our MTSS grade level structures to target students at various learning levels and tailor instruction and provide more opportunities for each child to grow and excel academically. Jamieson will also provide students with both before and after school opportunities to continue their learning experiences.

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.

Strategies that are employed at Jamieson include: On tract monitoring and goal setting by teachers and teaching teams, use of common teacher planning to design common units of study, observe one another teaching, and make needed adjustments to instructional practices. Teaching teams engage in team level professional development and some teachers engage in individual professional development throughout the school year. Core instruction includes the use of a gradual release model of instruction, coupled with teacher lead small groups, and increasing student voice and ownership of lessons through student discourse and sharing (Agency, Authority, and Identity).

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).

Jamieson strategies include: MTSS supports during the regular school day. After school enrichment supports targeting our low achieves, and English language learners. Mentoring and counseling opportunities by our counseling team as well as through varied partnerships with Asian Human Services and The Ethiopian mentoring program (new 2020-2021).

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

Jamieson fosters and maintains strong relationships with many local universities (NorthPark, Northeastern, University of Chicago, DePaul, and Loyola.) We attend hiring fairs as well as utilize our staff's connections through their own continued learning at various universities, to support a network of strong candidates if and when positions become available.

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.

Jamieson professional development is comprised of many levels of support. We utilize district level (Tru Framework), University supports (ChapinHall - data, DePaul - Science), city level (Teachers supporting Teachers), and our own teacher and Support staff leads for new hires, and new teacher trainings with administration. The administrative engages in summer planning for the entire school year professional development sessions that occur within grade level teams, during department meetings, and at school wide professional development days.

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

Jamieson promotes parent involvement through: Parent advisory council meetings and parent training sessions hosted throughout the school year, parent volunteering opportunities, monthly "Coffee Chats" with the school principal, Weekly email communication with parents using our "Eagle Newsletter" and

direct interaction with teachers via electronic communication or in person communication/meetings. Jamieson will also host many varied family events throughout the year (Family Reading night, Fall Family Fest, Winter Music concerts, Family movie nights, etc).

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.

Jamieson follows the state TS GOLD progress reporting. Our PreK teacher also participate in team meetings with the kindergarten team at the end of the school year to discuss students strengths and areas of weakness providing a smooth transition to kindergarten. Our PreK classroom will also schedule visits with our kindergarten classrooms to meet the students, teachers, and get a feel for the room.

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.

Annually (Spring) the Professional Problem Committee (PPC) and administration meet to discuss required and optional testing (ongoing testing, progress monitoring, and annual test). A menu of options is designed to share with the staff and then the teachers representatives on the PPC take the lead on informing their colleagues and setting up and conducting a vote indicating which "optional" assessment will be held for the next school year.

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.

Each grade level team engages in an "on track" meeting monthly to discuss student progress, students who may need more intensive support and then design the supports to implement and progress monitor their effectiveness. These interventions and supports are then reviewed at the next monthly meeting. This is coupled with our MTSS program where students in tier 2 and 3 supports receive additional instruction on targeted skills/needs two to three additional times a week and are progress monitored by their teachers.

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 Jamieson counseling and case management team take the lead in supporting other essential programs for students and families. Annually we screen students and seek family input to determine need which may include: dental and vision exams, mental and emotional health screenings and supports. During family meetings with the counseling team, the school will help connect families with various support agencies within the community if the family request or demonstrates a need. The bilingual team will support families new to the country with contacts at Asian Human services for language and learning opportunities.

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.

Initial development of the plan occurs in the spring with input from families through our monthly coffee chat as well as at our Local School Council meetings. In the fall, the plan is discussed and made available to parent at our open house. Throughout the school year we hold monthly parent meetings (Parent Advisory Council) where input, discussion, and implementation plans take place.

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

Our projected date for our annual Open House and Title 1 parent information meeting is schedule for Wednesday, September 23, 2020. Prior to this event occurring, Jamieson will notify families using our social media accounts (Facebook, Twitter, Instagram), our school website, our school marquee, and letters to parents sent home with students and emailed to 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. Please describe how the school will immediately respond to any such suggestions.

Jamieson host, monthly, a Parent Advisory Council (PAC) meeting, a Local School Council (LSC) meeting, and a Principal Coffee Chat. If a parents request cannot be immediately supported/answered, or a meeting with involved parties cannot be made in a timely manner, the parent will be made aware of these various meetings in which they may attend and participate. Meeting reminders and dates are also advertised (social media, web, flyers, and email) monthly to parents. We try to translate this information into numerous languages.

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 the school receives the reports from the State, the parents are then notified (via website, email, phone blast, flyers, and social media) of the date that the state performance results will be sent home with the child. Parents are also given the option to come to the school to pick up the assessment information.

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.

Students are not placed with teachers who are not highly qualified. However, if this were the case, parents would be made aware of this event as soon as the school became aware of the individual not meeting qualification requirements. A formal letter written by the principal would be sent home with each child.

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.

Jamieson parents are informed at the start of each school year of the many requirements placed on students and all components that are involved in those requirements. Jamieson holds family meeting nights around topics to support parent involvement and understanding (usually sponsored by our Parent Advisory Council), as well as hosting monthly meetings (Parent Advisory Council, Principal's Coffee Chat) to help inform and support parents with the many requirements. Teachers and administration make themselves available to all the parents (usually via an appointment, but we try to have an open door policy) to support their understanding and answer any questions.

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.

Throughout the school year as needed parents are informed about materials and resources needed to support their child's learning. Each child is equally equipped in school with technology and learning materials to be successful. When an out of school challenge is brought up to the school the teacher, administration, and counseling team coordinate a response to support the child and the family. Parental needs are usually handled through the counseling and case management department. If the school is unable to provide the level of support needed, we refer families to local organizations or bodies of government that can support the family.

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.

Making strong positive connections between staff and parents is an ongoing process at Jamieson. Information and training occurs with staff at the start of the school year, and there are expectations and evaluation components that support the teachers and other staff members in establishing strong teacher-parent communication and ties that promote year long involvement by the parents in their child's

education and school life. Jamieson also has a parent not for profit group that has a core goal of increasing parent - teacher collaboration around many school and family events.

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.

Jamieson develops strong family relationships with our parents. All staff members encourage parents and inform them of varied opportunities to participate and become involved in the school. Teachers will meet directly with parents, is will any member of the counseling team. At school sponsored events our Parent Advisory Council, Bilingual Advisory Council, and Parent group will be available to meet and get to know parents, answer any questions, and develop relationships that support their continued and greater involvement in the school. The administrative team has an open door policy with parents and is available both before school and after school, outside with the parents and students to directly engage with the parents.

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.

Parents are notified of family and parent programs and meetings using translated notes home with the students, phone and email blast, posting on our school website, marquee, and social media accounts (twitter, facebook, and instagram). Translations are made when possible both in person and in writing and new for 2020-2021 Jamieson will be utilizing Language Line to support more language translations.

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)

N/A

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.)

If we focus on a rigorous, thoroughly mapped and planned approach to teaching the Common Core State Standards, improving instruction and assessments, ensuring a strong foundation in literacy and numeracy in all subjects, including the arts, while using a balanced literacy approach for differentiated instruction with an emphasis on student engagement and writing, Then we will be more successful and capable in tailoring our instructional practices to better meet the learning needs of all students, improving their achievement, and ensuring their continued growth and success while preparing them for college or the world of work.

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.

Teachers are available before school, during their preparation period, or after school any day at any time throughout the year for parent conferences if the parent/teacher calls to set up the appointment. District scheduled conferences occur on report card pick up days (11/18/20 and 4/21/21).

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

Parents, at any time, may log onto the District's Parent Portal to view their child's current grade in any subject. The school provides three progress reports during each quarter; on the third, fifth, and seventh week. We also encourage and support parents in signing up for the district's Parent Portal system which allows them to view, in real time, their child's grade via the web.

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

Teachers are available before school, during their preparation period, or after school any day throughout the year for parent conferences if the parent/teacher calls to set up the appointment. Parents and teachers may also conduct conferences via phone or electronic media.

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.

At the beginning of the school year teachers send home parent volunteer sheets asking parents if they want to volunteer and in which capacity they feel most comfortable with. The school post on our website the opportunity to volunteer along with the required CPS steps to become a volunteer at the school. Other forms of parent visitation are approved through the administration.

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

Parents are asked to support their child's learning by making sure they are on time daily to school. They are expected to monitor their child's homework completion and turn in, return communication from the school and teachers, attend open house and at a minimum both report card pick up days. We expect parents to set aside quiet time at home, daily, for children to complete their homework and to engage in some pleasure reading. We also encourage and support parents in signing up for the district's Parent Portal system which allows them to view, in real time, their child's grade via the web.

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

Parents may consult with the school whenever they have questions, ideas, or concerns. Parents are encouraged to attend all report card pick up days, our BAC , PAC, and LSC meetings. We have also begun a Parent Coffee Chat where they may come to discuss any topic of their choice, and parents can contact any of the school personnel by phone or email.

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 are expected to maintain excellent attendance (no tardies or absences), complete all in school and homework assignments and turn them in, maintain a positive respectful and responsible attitude both in and out of school, they should maintain their assignment notebook with all entries, monitor their grades on student portal, and seek help when having difficulty.

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.

Jamieson Parent Advisory committee supports principal - community coffee chats (monthly), Parent workshops which include but are not limited to (internet safety, supporting students with ADHD, Health and Wellness, Anxiety, CPR..etc)

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.	\$0.00
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.	\$180.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$798.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2216.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	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.	\$0.00
54565	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.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00