Friedrich Ludwig Jahn Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Tim Meyers	Middle School Special Education Teacher	tjmeyers1@cps.edu	Has access
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Natasha Julius	Parent, LSC Member, Community Member	natasha.julius@gmail.com	Has access
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Team Meetings

Date	Participants	Topic
01/27/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	SEF
02/03/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	Critical Areas of Need
03/02/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	Critical Areas of Need

Date	Participants	Topic
04/01/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	Critical Areas of Need, Select SEF Priorities
04/15/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	Ranked Priorities, Theories of Action
04/24/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Katherine Finley, Erin Lynch, Tim Meyers, Janet Walsh	Action Steps
04/30/2020	Mahli Wray, Natasha Julius, Megan Hasse, Katherine Finely, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers, Janet Walsh	Action Steps
05/04/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers, Janet Walsh	Action Steps
05/06/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers, Janet Walsh	Action Steps
05/11/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers, Janet Walsh	Action Steps, Parent-Community Engagement, School-Parent Compact
05/12/2020	Mahli Wray, Natasha Julius, Megan Hasse, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers	Action Steps, Parent-Community Engagement, School-Parent Compact
05/21/2020	Mahli Wray, Janet Walsh, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers	Fund Compliance
06/05/2020	Mahli Wray, Mallory Lewis, Nedra Coleman, Celeste Esquivel, Erin Lynch, Tim Meyers, Natash Julius	Made revisions to actions steps based on feedback from Chief Klee

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

- 2 - Leadership for Continuous Improvement
    - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 2 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)
    - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 1 Enable staff to focus and prioritize what matters most
    - o 1 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 2 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: .
- 2 - Structure for Continuous Improvement
    - o 1 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 1 Design professional learning (PL) to achieve school-wide improvement goals
    - o 2 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 2 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
    - o 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)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 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
    - o 2 Curriculum connects to real world, authentic application of learning
    - o 2 Curriculum is aligned to expectations of the standards
    - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 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
  - o **Evidence**: The English language arts curriculum is not vertically aligned from grades K-8 Our current library and classroom libraries need to be updated to include a wide range of genres and books that are culturally relevant. Our SEL designation from CPS is emerging
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Critical Areas of Need MAP Data from (2018-2019) African American Attainment in Reading: 33.3% English Language Learner Attainment in Math: 26.7% Growth for Diverse Learners in Reading: 40%
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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
  - o 2 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
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 1 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- o 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)
- o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 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)
- o 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)
- o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 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)
- o 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)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 1 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)

- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 1 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 1 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 2 - Relational Trust
  - o 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)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: On the 5E survey, teacher-teacher trust and teacher-principal trust both received low scores.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture

- o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 1 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 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).
  - o 1 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 1 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)
  - o 1 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 1 Partner equitably with parents speaking languages other than English
  - o 1 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)
  - o **Evidence**: 85% turn out at fall 2019 report card pick up Low parent turnout at parent workshops and events

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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
1	Quality and Character of School Life: Family & Community Engagement	4
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Relational Trust	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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	African American Attainment in Reading
Root Cause 1	Lack of organized academic interventions
Area of Critical Need 2	English Language Learner Attainment in Math
Root Cause 2	Lack of supports and services for EL students
Area of Critical Need 3	Growth for Diverse Learners in Reading
Root Cause 3	Lack of student-centered instruction

Area of Critical Need 4	Consistent Math Attainment 3-`8 Grade
Root Cause 4	Lack of stakeholder input in school wide curriculum decisions.

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 Attainment G2 (Reading) Low NWEA attainment for African American students across grade level	African American		39.00	49.00
Vision: NWEA Attainment G2-8 (Math) All grades, except 4th, did not meet attainment for ELs in math on NWEA.	EL		37.00	46.00
Vision: NWEA Growth G3-8 (Reading) Reading growth for grades 3-8 in reading is low for DLs.	Students with IEPs		46.00	52.00
Vision: NWEA Growth G3-8 (Math) (Blank)	Overall		54.00	61.00
(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				3.00	4.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
5E survey data					

Custom metrics (22% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Supportive and Collaborative Environment We scored low on the 5E survey, especially in the area of trust and collaboration.					
Implement school wide arts integration As a fine arts school, arts integration should be a focus of our instruction. Student and parent feedback indicates this is an area of growth for our school. Four components on the Fine and Performing Arts Schools: Standards for Success indicate this is also an area of growth for our school.					
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If we establish and have stakeholder buy-in around school-wide relational trust among staff that reflects Jahn?s core values
Then we see...	Structures in place that increase teacher collaboration, trust, supportive teaming structures, clear and respectful communication through a restorative approach that is proactive.
which leads to...	A school environment that is professional, collaborative, and student-centered. An improvement in teacher-teacher trust and teacher-admin trust by 10 points in each category on 5Essentials Survey and also evidenced by the school culture assessment.
Budget Description	We will need time to collaborate, and protocols for quality discussion.
Tags	OSEL: Supportive School Environment

Action steps	(Not started) By September 8, 2020, Jahn staff will collaborate to establish core values to guide our school culture and climate. Tags:ONS: Continuous Improvement (Behind) By September 8, 2020, schedule monthly teacher-led forums for administration and staff to assess school climate through authentic discourse around Jahn?s core values. Tags:ONS: Continuous Improvement, ONS: Principal Quality (Not started) By September 8, 2021 establish a mentorship program by identifying lead mentors and outline program objectives for teachers with 1-3 years of experience or who are new to Jahn. Tags:Teacher Leader Development & Innovation: New Teachers (Not started) By October 1, 2021 outline meeting scope and sequence and agenda items for mentor meetings. Tags:Teacher Leader Development & Innovation: New Teachers (Not started) By November of each year,, survey staff anonymously about relational trust issues between teachers, staff and administration. Tags:ONS: Continuous Improvement (Not started) By January of each school year, analyze staff and student survey data to identify areas of mistrust. Share with administration to guide professional development initiatives built around trust and relationships. Tags:ONS: Continuous Improvement (Not started) By November 2020, a teacher mentorship committee will be formed to establish the structure, expectations, and goals for the mentorship program to be implemented in 2021 school year Tags:Teacher Leader Development & Innovation: New Teachers

Strategy 2

If we do...	Provide a curriculum that is vertically aligned to content area standards, and provides opportunity for differentiation according to student needs.
Then we see...	An increase in teacher collaboration in designing engaging, student-centered curricula

which leads to...	An improvement in outcomes for students in all content areas by providing authentic, content-aligned formative and summative assessments, which leads to a school-wide 12 point increase in reading growth and 20 point increase in math attainment on NWEA.
Budget Description	New instructional materials, professional development, and teacher collaboration time.
Tags	Arts Education: Authentic Arts Integration, MTSS: Curriculum & Instruction
Action steps	(Not started) By October 2020, PPLC will lead a series of scope and sequence meetings to begin the process of vertically aligning our literacy block for the entire year. Tags: (Not started) By October, 2020 all staff will be trained on a new math curriculum to ensure teachers are comfortable implementing it with fidelity in their classrooms. Tags:Math: Curriculum (Not started) By October 2021, PPLC will lead a series of scope and sequence meetings to begin the process of vertically aligning our science and social studies block for the entire year. Tags:Science: Curriculum (Not started) By January 2021, the PPLC will create a curriculum inventory that details the curricula used for all subjects in each grade band. Tags:ONS: Continuous Improvement

Strategy 3

If we do...	Provide culturally relevant, inquiry based instruction that is arts integrated and differentiated for all content areas
Then we see...	Equitable access to learning that allows for student-driven discourse, voice, and fosters student ownership.
which leads to...	Student-constructed learning, internalization and synthesis of core content with a 12+ increase in reading growth and a 20+ increase in math attainment on NWEA MAP and a 10% increase in students on track.
Budget Description	Professional development on instructional models, instructional materials and supplies, technology
Tags	MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OSEL: SEL Instruction

Action steps	(Not started) By June 2021, develop teacher capacity through professional development to deliver high quality Tier 1 instruction Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE (Not started) By January 2021, develop a system to monitor Tier 1 differentiation schoolwide Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE (Not started) By December 2020, grade level teams will collaborate to develop common progress monitoring tools that will be consistently used through each grade level band in order to support student needs, especially of DL and EL students. Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE (Not started) The MTSS team will develop a system to track students who need additional support, and develop a plan to intervene. Tags:MTSS: Curriculum & Instruction (Not started) By June 2022, all teachers will be trained on the rationale and methods of art integration through school-improvement days and grade level meetings. Tags:Arts Education: Embedding the Arts School-Wide, MGIB: Magnet Programs (Not started) All teachers will collaborate with the arts integration committee to implement components of arts integration. Tags:Arts Education: Embedding the Arts School-Wide, MGIB: Magnet Programs (Not started) By June 2022, all teachers will be trained on the rationale and methods of inquiry-based instruction through school-improvement days and grade level meetings. Tags: (Not started) By June 2022, all teachers will implement at least one unit that follows the full cycle of inquiry-based instruction. Tags: (Not started) By October 2020, use tools to evaluate the effectiveness and provide feedback on Tier 1 differentiation, arts-integration, and inquiry-based instruction Tags:Arts Education: Authentic Arts Integration, MGIB: Magnet Programs, MTSS: Curriculum & Instruction

Strategy 4

If we do...	If we create a systematic, two-way communication system with our families and community regarding the learning activities happening at the school level
Then we see...	An increase in meaningful family participation in school events and committees
which leads to...	Authentic partnership between school and families, with a 10 point increase on the involved families portion of 5essentials survey and an increase on the My Voice, My School Survey.
Budget Description	Snacks for parent meetings
Tags	FACE2: Parent Engagement, ODLSS: Parent Involvement Specialists
Action steps	(Not started) By July 2020, admin will work with staff, parent groups and relevant LSC committees to gather inventory of current communication tools and outstanding needs. Tags:Family & Community Engagement, FACE2: Parent Engagement (Not started) By July 2020, the PPC and Admin will establish guidelines and expectations for teacher to family communication, classroom volunteerism, and teacher participation in school newsletter and engagement activities. Tags:Family & Community Engagement, FACE2: Community Partnerships (Not started) By August 2020, use established guidelines to create an editorial calendar and internal system for staff, committees and school groups to submit information for streamlined school wide weekly communication. Tags:Family & Community Engagement, FACE2: Community Partnerships (Not started) By September 9, 2020, administration will implement a comprehensive school-wide communication plan and share it with staff, parents, and community. Tags:Family & Community Engagement, FACE2: Community Partnerships (Not started) By September 2020, administration will establish a point person to create and update a school calendar that includes open meetings and community events. Tags:Family & Community Engagement, FACE2: Community Partnerships (Not started) By October 1, 2020 establish and distribute guidelines for school affiliated groups to measure participation and gather feedback on school events.

	Tags:
	• (Not started) By end of the 2020-2021 school year, admin will provide LSC with a community engagement summary, including participation figures for school-wide events such as curriculum night and report card pickup days and goals for the following year. Tags:Family & Community Engagement • (Not started) By September 2021, admin will create and share a comprehensive communication plan for the 2021-22 school year, incorporating feedback and data from the previous year. Tags:Family & Community Engagement, FACE2: Community Partnerships

Action Plan

Strategy 1

By September 8, 2020, Jahn staff will collaborate to establish core values to guide our school culture and climate.

Sep 08, 2020 to Sep 30, 2020 - All staff

Behind Oct 06, 2020

By September 8, 2020, schedule monthly teacher-led forums for administration and staff to assess school climate through authentic discourse around Jahn?s core values.

Sep 08, 2020 to Jun 17, 2022 - Principal, teacher leaders

By September 8, 2021 establish a mentorship program by identifying lead mentors and outline program objectives for teachers with 1-3 years of experience or who are new to Jahn.

Sep 08, 2021 to Jun 17, 2022 - Principal, assistant principal, lead mentors, PPLC

By October 1, 2021 outline meeting scope and sequence and agenda items for mentor meetings.

Oct 01, 2020 to Jun 18, 2021 - Principal, Assistant Principals and, Lead mentors

By November of each year,, survey staff anonymously about relational trust issues between teachers, staff and administration.

Sep 08, 2020 to Jun 17, 2022 - PPLC, ILT, PPC

By January of each school year, analyze staff and student survey data to identify areas of mistrust. Share with administration to guide professional development initiatives built around trust and relationships.

Nov 01, 2020 to Nov 01, 2021 - PPLC, ILT, PPC, Principal, Assistant Principal

By November 2020, a teacher mentorship committee will be formed to establish the structure, expectations, and goals for the mentorship program to be implemented in 2021 school year

Nov 01, 2020 to Jun 18, 2021 - Principal, Assistant Principal, teacher committee members

Strategy 2

By October 2020, PPLC will lead a series of scope and sequence meetings to begin the process of vertically aligning our literacy block for the entire year.

Aug 31, 2020 to Jun 18, 2021 - Principal, Assistant Principal, PPLC, Network ISLs

By October, 2020 all staff will be trained on a new math curriculum to ensure teachers are comfortable implementing it with fidelity in their classrooms.

Aug 31, 2020 to Jun 18, 2021 - Principal, Assistant Principal, PPLC, Network ISLs

By October 2021, PPLC will lead a series of scope and sequence meetings to begin the process of vertically aligning our science and social studies block for the entire year.

Aug 31, 2020 to Jun 18, 2021 - Principal, Assistant Principal, PPLC, Network ISLs

By January 2021, the PPLC will create a curriculum inventory that details the curricula used for all subjects in each grade band.

Aug 31, 2020 to Jun 18, 2021 - Principal, Assistant Principal, PPLC, Network ISLs

Strategy 3

By June 2021, develop teacher capacity through professional development to deliver high quality Tier 1 instruction

Sep 08, 2020 to Jun 18, 2021 - Instructional lead, Principal, Assistant Principal, Grade Level Teams

By January 2021, develop a system to monitor Tier 1 differentiation schoolwide

Sep 08, 2020 to Jan 29, 2021 - All Teachers, Principal, and Assistant Principal, PPLC

By December 2020, grade level teams will collaborate to develop common progress monitoring tools that will be consistently used through each grade level band in order to support student needs, especially of DL and EL students.

Aug 31, 2020 to Dec 18, 2020 - Grade Level Teams, Special Education Teachers, Principal, Assistant Principal, ELPT

The MTSS team will develop a system to track students who need additional support, and develop a plan to intervene.

Sep 08, 2020 to Jun 18, 2021 - MTSS Team, Principal, Assistant Principal

By June 2022, all teachers will be trained on the rationale and methods of art integration through school-improvement days and grade level meetings.

Sep 08, 2020 to Jun 17, 2022 - All Teachers, Arts Integration Committee, Principal, Assistant Principal

All teachers will collaborate with the arts integration committee to implement components of arts integration.

Sep 07, 2021 to Jun 17, 2022 - Arts Integration Committee, All teachers, Principal, Assistant Principal

By June 2022, all teachers will be trained on the rationale and methods of inquiry-based instruction through school-improvement days and grade level meetings.

Sep 08, 2020 to Jun 18, 2021 - All teachers, Principal, Assistant Principal

By June 2022, all teachers will implement at least one unit that follows the full cycle of inquiry-based instruction.

Sep 07, 2021 to Jun 17, 2022 - All Teachers, PPLC, Principal, Assistant Principal

By October 2020, use tools to evaluate the effectiveness and provide feedback on Tier 1 differentiation, arts-integration, and inquiry-based instruction

Oct 01, 2020 to Jun 17, 2022 - Principal, Assistant Principal, Teacher Committees, PPLC, Jahn Arts Council

Strategy 4

By July 2020, admin will work with staff, parent groups and relevant LSC committees to gather inventory of current communication tools and outstanding needs.

Jul 01, 2020 to Jul 31, 2020 - Principal, Assistant Principal, PPC, PPLC, PAC, BAC, FOJ, LSC Committees, Grade Level Teams

By July 2020, the PPC and Admin will establish guidelines and expectations for teacher to family communication, classroom volunteerism, and teacher participation in school newsletter and engagement activities.

Jul 01, 2020 to Jul 31, 2020 - Principal, Assistant Principal, PPC

By August 2020, use established guidelines to create an editorial calendar and internal system for staff, committees and school groups to submit information for streamlined school wide weekly communication.

Aug 01, 2020 to Aug 31, 2020 - Principal, Assistant Principal, PPC, PPLC, PAC, BAC, FOJ, LSC Committees, Grade Level Teams

By September 9, 2020, administration will implement a comprehensive school-wide communication plan and share it with staff, parents, and community.

Sep 08, 2020 to Jun 18, 2021 - Principal, Assistant Principal, Teachers, LSC

By September 2020, administration will establish a point person to create and update a school calendar that includes open meetings and community events.

Sep 08, 2020 to Jun 18, 2021 - Principal, Assistant Principal, PPC

By October 1, 2020 establish and distribute guidelines for school affiliated groups to measure participation and gather feedback on school events.

Oct 01, 2020 to Oct 30, 2020 - Principal, Assistant Principal, PPC, PPLC, PAC, BAC, FOJ, LSC

By end of the 2020-2021 school year, admin will provide LSC with a community engagement summary, including participation figures for school-wide events such as curriculum night and report card pickup days and goals for the following year.

Sep 08, 2020 to Jun 18, 2021 - Principal and Assistant Principal

By September 2021, admin will create and share a comprehensive communication plan for the 2021-22 school year, incorporating feedback and data from the previous year.

Sep 07, 2021 to Sep 30, 2021 - Principal and Assistant Principal

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.

Leadership teams will analyze state and district standardized assessment data to determine the needs of the school.

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

The school will offer high quality curriculum and support teachers and staff through professional development to improve the tier 1 differentiated instruction.

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.

The school will provide training to implement student-centered approaches to instruction. The school will also identify and tutor EL students after school through data-informed instruction.

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).

The school will train and develop teachers on inquiry-based instruction and arts-integrated instruction, invite guest speakers on a variety of topics, provide economic/financial education, and a robust school counseling program.

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

The school posts positions as soon as possible, interviews candidates with a diverse teacher panel, engages colleagues in the district, and requires teacher candidates to conduct a demo lesson, when possible.

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

The school will collaborate with teacher leaders to plan and implement high quality professional development on district-provided school improvement days. Teachers, principals, and paraprofessionals will maintain professional development requirements for licensure. The school will also support teachers and paraprofessionals to attend Network and District training.

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

The school will host one literacy night with the purpose of supporting families with literacy strategies. In addition, the school will collaborate with the PAC to facilitate parent workshops. The school will establish a teacher committee to support parent workshops.

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 host a kindergarten information session to provide information to families about the programming. The school will include preschool in school wide events and programming.

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.

The school will engage teachers in the discussion of our school assessment plan and vote. The school will be thoughtful and purposeful about using assessment data to inform instructional decisions.

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.

The school will collaborate on the use of standard progress monitoring tools and a system to track students who need additional assistance. The school will establish an MTSS team to support teachers and students with using sufficient information to provide additional assistance to 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.

The school will collaborate with the PAC to develop parent workshops. The school will provide nutrition education to students through classroom lessons and after school programming. The school will engage community groups to address issues of bullying and violence.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Our PAC will provide input on how Title 1 funds will be spent. School leadership teams and parent reps will be invited to CIWP check-in meetings to collaborate and problem-solve with school staff members. The PAC will host parent workshops on topics relevant to our school community. The LSC will provide monthly updates on the CIWP.

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

By the end of September of each school year, our PAC will conduct a Title 1 annual meeting and organizational meeting. Principal will inform parents of the school's participation in ESSA and explain Title 1 requirements and rights to programming. The school will hold the Title 1 PAC organizational meeting in September in the parent room to identify meeting dates and times as well as select officers.

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

Administrators and PPLC will respond to suggestions in their monthly scheduled meetings to listen to input and bring input to the PAC and LSC for further discussion.

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

Teachers will provide state data reports to parents upon availability of student scores.

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.

Parents will be notified within one week if their child has been assigned to, or taught by, a teacher who is not "highly qualified", as defined by the State, via a parent letter sent home to the family.

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.

Administration will use part of the Title 1 annual meeting to review state standards, explain assessments, and requirements of Title 1. During report card pick up, school staff will offer assistance to families who need help getting set up with Parent Portal. Teachers will also support families in understanding state content standards and state/ local assessments as they relate to their students in their regular communication with families.

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.

In collaboration with the PAC, the school will schedule parent workshops, including literacy, math, technology, and school programming to help parents implement learning strategies at home. In addition, school staff will offer assistance to families who need help getting set up with a parent account in Aspen. Parents will also have access to use the parent room.

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

As outlined in the Family and Community Engagement strategy of the CIWP, the principal and the PPC will create expectations for staff on how to partner with families, set parameters on communication with parents, and the value of building strong relationships. The communication plan will be communicated to families.

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.

Preschool teachers will hold quarterly events to support the school-home connection and annual schoolwide event.

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.

As outlined in the Family and Community Engagement strategy of the CIWP, the principal and the PPC will create expectations for staff on how to partner with families, set parameters on communication with parents, and the value of building strong relationships. School materials will be translated for families.

Policy Implementation Activities

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

[X] **<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>**

[X] **\<p\>The school will coordinate the parent and family engagement programs identified in the CIWP.\</p\>**
[X] **\<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) Due to our provisional status, our Network Chief will approve the CIWP instead of the LSC.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) OUR MISSION To create a community of learners striving to fulfill their individual and collective intellectual, emotional, social, and ethical potential; To forge partnerships for learning among parents, students, teachers, and local community institutions; To challenge all to assume their active roles in improving both the local and global community; To create an environment in which learners construct meaning by actively participating in the learning process.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Parent teacher conferences are held twice a year per district calendar. In addition, teachers and administration meet with parents for conferences on an individual basis when requested by parents and/or teachers. Parent conferences will be on dates determined by the Board of Education.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Families will receive 5 week progress reports every five weeks. They receive report cards and IEP report cards at the 10, 20, 30, and 40 week mark as well. In addition, teachers, staff, and families will collaborate to develop individualized reporting, based on student progress.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. Faculty and staff are accessible via email and in person by appointment, with the support of teachers and administration. As outlined in the Family and Community Engagement strategy of the CIWP, the principal and the PPC will create expectations for staff on accessibility for families.
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 will be encouraged to volunteer and opportunities will be set up in collaboration with teachers. As outlined in the Family and Community Engagement strategy of the CIWP, the principal and the PPC will

create expectations for staff on how to partner with families on classroom and school wide volunteer opportunities.

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

Through two-way communication, the school will partner with the families to support homework completion, checking Parent Portal, ensuring students are in attendance on time and daily. The school will provide workshops to support families with implementing learning strategies at home. Translation services will be provided as needed.

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

Administrators and teachers will gather feedback from families on a regular basis to support decision making. Feedback will be gathered in a variety of formats, including parent-teacher meetings, administrator-parent meetings, principal coffees, surveys, LSC meetings, and through feedback sessions. Translation services will be provided as needed.

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 student voice committee will gather input from all students to improve student responsibility for academic achievement. Teachers and administrators will conduct student focus groups. The school will recognize positive student behavior through programs like

Parent Budget (Complete)

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

The goal is to increase student academic achievement through parental and family engagement involvement. We will accomplish this goal through family and school collaboration, family workshops, and opportunities for families to volunteer.

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.	$3.00
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.	$688.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
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 by used only by parents.	$0.00