



Percy L Julian High School (/school-plans/548) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	Myron Hester and Elsa Davenport	CIWP Training at Network 13
04/14/2016	Spanish, Fine Arts and CTE Departmental Meetings	CIWP Priorities and Strategies
02/02/2016	LSC Meeting	CIWP Process and Presentation

03/08/2016	LSC Meeting	CIWP Process, Review, Selection
04/05/2016	LSC Meeting	CIWP Update
04/25/2016	Science Department Meeting	CIWP Selection, Review, and Submission of Strategies
04/28/2016	ILT Meeting	CIWP Review and Updates
04/01/2016	Student Voice / Parent Partnership	CIWP Student and Parent Voice
04/01/2016	Safety & Order / Restorative Approach to discipline	CIWP Safety & Order / Restorative Approach to discipline
04/01/2016	CIWP Relational Trust	CIWP Relational Trust
03/31/2016	ILT Meeting	CIWP Drill Down Process
03/31/2016	English Department Meeting	CIWP School of Excellence Framework
03/31/2016	Spanish Department Meeting	CIWP Selection
03/28/2016	Counseling Department Meeting	CIWP Information
03/21/2016	CIWP Student Voice	CIWP Student Voice
03/28/2016	Diverse Learner Department	CIWP MTSS

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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- The Principal and administrative team use the REACH system to evaluate teachers, providing feedback to individual teachers and entire faculty in areas in need of improvement and provide opportunities for individual as well as departmental and whole school professional development.
- The expectation for use of instructional best practices is clear; we implement the school wide Learning Cycles to monitor implementation of the TIA. During the learning cycle, teachers are provided opportunities for safe practice. Implementation of weekly performance management tools have been introduced and are in use by some faculty to implement and analyze instruction and assessments to improve their practice.
- The principal consistently promotes the school's vision and mission in multiple ways which clearly the defines the purpose and direction of the school (i.e. webpage, open house, robo calls, parent and community meetings, staff meetings, grade level meetings, student townhall meetings and assemblies, advisory, LSC meetings)
- There are multiple activities implemented to empower families and communities with accurate information such as distribution of school progress reports, parent and community meetings, parent and community focus groups. We are improved alignment of our Family and Community Engagement with our school goals and priorities.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.

- Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
- Consistently use informal and formal opportunities to champion and articulate the vision.
- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

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The ILT is composed of department chairs from each academic content area, including special education and the counseling department.

- The ILT has the responsibility of leading the work of improving teaching and learning in collaboration with the assistant principals and director of curriculum. Due to a reduction in funding the ILT was not able to participate in peer observations as often as planned.
- The ILT participates in planning professional development activities for the entire staff, and many cases lead PD sessions. The master schedule provides common planning time to support collaboration in decision-making and communication vertically and horizontally.
- Clearly defined roles and protocols have been established for the ILT and other PLCs (i.e. course teams, grade level teams).
- The ILT collects and analyzes data to develop/revise and implement strategies that will help build capacity of members in their department to improve instructional practice (i.e. weekly PM).

The ILT identified a school wide Targeted Instructional Area as well as 4 Powerful Practices that address rigor and high level questioning

- The ILT coordinates and facilitates quarterly school wide learning walks involving all teachers to look at targeted instructional practices that will impact student achievement

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.

- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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- There are regularly scheduled grade level, department and course team meetings. Protocols are used to provide more focus and support collaboration; Network expectations and mini trainings are provided during these meetings
- Teachers work together to share ideas and plan lessons to improve student learning
- Review and analysis of school-wide data occur during ILT meetings.
- Grade level meetings provide opportunities for teachers, including special education teachers, to review student data, discuss student issues and determine interventions.
- Flex time provide opportunities for the entire faculty (except those committed to other after school activities) to review and discuss practices and data related to implementation of school-wide instructional strategies (e.g. close reading).
- Monthly PD designed and led by teachers around our Powerful Practices to support rigorous, Common Core aligned instruction in which teachers earn Continuing Professional Development Units.
- Guiding text, Rigor Is Not A Four Letter Word, is used to support our work around challenging, engaging, and meaningful work with research based strategies; additional ASCD professional readings are shared to further our work and build teacher capacity

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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- We need to continue to improve our efforts to align our budget to CIWP priorities and strategies.
- Additional resources expected from the district to support our transition from SIG was received very late or not at all.
- We need to do more fundraising.
- The Family and Community Engagement Coordinator, and other staff seek outside funding and community partnerships; however, with SIG funds expiring, more support is needed in this area.
- More resources are needed in the area of technology to support student preparation for college and career.
- The school provide specialized support to families using social workers, psychologist, mentors, homebound teachers, the student temporary living situations program and through home visits. We also partner with community organizations to provide support to teen parents, students in foster care and to make referrals to address various needs (i.e. substance abuse).
- Removed barriers to academic programming such as opting out PE for AP or Dual Credit courses to "access" info and opportunities. Many supports are provided students (i.e. tutoring through GEAR-UP, mentoring, AVID, teachers during preps and afterschool.
- Counselors, as well as community partners provide information and opportunities to students increase students' awareness of and preparation for post-secondary options.
- Better alignment of rigorous curriculum, there is still variation from teacher to teacher in some cases.
- After School Academy is a free tutoring option in core subject areas for students through our partnership with Olive Harvey City College
- Gear Up also offers free after school tutoring
- Gear Up provides Saturday ACT prep classes for juniors to increase their overall scores
- Reading Plus is a literacy software used daily to increase student reading comprehension and vocabulary development; it's aligned with CCSS, PARCC, and ACT

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.

- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 3 4

- All core subjects have scope/sequence aligned to CCSS, CPS content frameworks and planning guides.
- Teachers use Reach Benchmark and modules that are aligned to standards.
- Texts used are not all fiction, but may not be complex at the grade level.
- Plans are differentiated, but there is not adequate gain in core areas.
- The following provide evidence of the effectiveness of our curriculum: Binders with unit plans and scope and sequences, common assessments, IEPs updated with modifications and accommodations that are reflected in lesson plans, significant progress made in meeting expectations for IEPs.
- Plans are differentiated, but there is adequate student gain in core areas.
- Google folders use to update and share curriculum documents with and among teachers.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Score

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0) 1 2 3 4

The ILT is the hub where resources are identified for various departments. The team convenes to determine what resources- text, lab equipment, multimedia- are needed to run viable programs within content areas. Input from department colleagues are collected prior to the ILT meeting, and the department chairperson brings the list of resources collected. Those lists are given to administration and based on the budget, materials are prioritized for purchase.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

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Quarterly school wide learning walks with teachers enable them to look at best practices of their colleagues around our focus strategies. Throughout these learning walks, looking at text complexity and tasks being assigned as well as listening for levels of questioning provide insight on the level of rigor. Quarterly peer observations also provide teachers more insight on the level of rigor in classrooms. Data from learning walks is compiled and analyzed, and next steps are identified that will further foster rigor and engagement. We share best practices and strategies with teachers from the research based text, "RIGOR is not a 4 letter word." The ILT carefully studies and discusses this text and members have facilitated school level professional development around rigor and how to best engage our student population and support their needs.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction 1d. Designing Coherent Instruction
CPS Framework for Teaching	2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

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•Multiple opportunities exist for students and families to get college information and support for applying to college (i.e. Junior Kick-Off to College, senior seminar class, 11th and 12th Grade advisory lessons, grade level parent meetings, grade-level forums, FASFA workshops, AVID program, college fairs)

Senior Seminar English !V with support from counselors improved communication to seniors and their families.

•We still need improvement in engaging families and to help them make the connection between student performance, college choice and cost of college.

School provides preparation for Work Keys, EPAS Interest Inventory, VNI (Electronic Career Portfolio). Several students received Work Keys Certificates and CTE administers NOCTI assessments. Several students took the test to participate in dual enrollment classes.

We provide many experiences throughout the year: 8th and 9th grade Summer Transition w/counseling, college tours, including freshmen, GEAR UP, career fairs, alumni visits, "Junior Kick-Off", Senior Seminar, Town Hall Meetings, many strong advisories, Pre-College opportunities

College and Career days. Students need more exposure during their freshmen year to CTE programs at the school. Missing "connection" between academics to life-long experiences, grades and assessments (i.e. how student learning, GPA, and test scores like ACT connect to and impact their post-secondary options)

Students work on self-concept and interests earlier in high school. Students learn the relationship between their GPA, scores and getting into the college of their choice. Students learning about college majors and how they relate to students' interests and eventually their career paths.

Students learn how to interpret their test scores and areas they need to work on in order to improve their scores. Explaining to students the connection between how they approach school and their performance on the test. Also, students are provided resources to help work on the scores (test prep software, ACT.org, test prep on Saturdays at Julian or another location).

In the spring, juniors do a kickoff to college in which they typically attend a college fair and get exposure to different college recruiters in their core classes so they can get an idea of what certain colleges are offering. Juniors also will get information about their college match based on their GPAs and ACT scores so they can begin researching colleges.

In the fall of senior year, students receive their match again and begin narrowing down their colleges based on location, major, etc.

Students go on college tours throughout their four years. Julian has a school wide college fair in November.

Seniors are encouraged to take the ACT retake in the Fall and are provided fee waivers.

Seniors are provided scholarship opportunities throughout the school year (posters throughout the building and now scholarship mentors).

Seniors and their families are provided assistance with FAFSA completion.

Support and activities are also centered around students making a decision and finalizing their acceptance to their colleges.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

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The purpose of our curriculum at Julian Percy High School is to make the youth of Chicago into productive members of society. Students are equipped with tools that will make them knowledgeable, responsible, and active members of our country. Students are exposed to skills, as well as are knowledgeable based on the common core standards. All students at Julian are exposed to equal content across the school no matter of social economic or religion caste. The students of Julian are given instruction academically as well as given physical/social/ and emotional tools that can make them productive members of society.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

Score

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

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Here at Julian we support student's social and emotional learning by having school counselors address the seniors as a whole group twice per month through town hall. School counselors meet with their entire junior caseload at least once per month (town hall in January, goal setting and course selection in March). Throughout the school there are newsletters directed to all students monthly. School personal meet with the student body in small groups or individually during their lunch periods and after school if necessary. If students are having an intense issue they get immediate assistance and conduct peace circles. If the problem goes beyond the school gates students work with school personnel to receive mentoring or counseling. All school personal work closely with the attendance office to address truancy and students who are off track to graduate. School personnel work closely with parents of off track students who are having difficulties. Examples of the system of support we offer here at Julian Percy High School:

- * Hip Hop Detox
- * 2 Plus 2
- * BAM
- * WOW
- * SPARCS
- * Metropolitan Family Services
- * New Moms (Nurse Teen Pregnancy Group)

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP)** (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>) **goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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

1 2 3 4

Here at Julian we provide preparation for Work Keys, EPAS Interest Inventory, VNI (Electronic Career Portfolio). Several students received Work Keys Certificates and CTE administers NOCTI assessments. Several students took the test to participate in dual enrollment classes. Julian also has an assessment system that uses REACH, Benchmarks, Interim Exams, MOY, EOY EPAS, ACT. Our assessment system includes the following:

- Diagnostic at BOY.
- Required to analyze BOY, MOY and EOY

The use of modules and FALs (formative assessment lessons) has helped with standards alignment. There is a need to use student work as a form of assessment in more content areas. Grade level teams work diligently to ensure data for use at all levels are available.

Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment** to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and **use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student

Tasks)

- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives 1.e. Designing Student Assessment 3.d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

A clear mission, vision, and TIA have been established at Julian with stakeholder input. With this input, a quarterly learning cycle is created and implemented throughout the school. Included in the learning cycle are options for safe practice, peer observation, professional development on a targeted strategy, and progress monitoring and analysis of student assessment data; the cycle culminates with a school wide learning walk which takes an in depth look at the quarterly Powerful Practice strategy. The cycle is shared with stakeholders and visible throughout the school. Learning walk data is collected by teachers and analyzed by the ILT which leads to the determination of next steps and upcoming focus; a component of the learning walk is talking to students. We will continue to look at student work and communicate with students about their learning so that we can identify strategies that support their learning styles and needs.

Every 5 weeks, students receive a BAG report. In this report, Behavior, Attendance, and Grades are highlighted so students know their academic status/standing and targeted interventions can be identified to support them so that they can complete the quarter or semester successfully. Students are held accountable for submitting their work on time, make up assessments, and address attendance and behavior concerns.

Monthly Professional Development is offered for teachers by teachers around our TIA And Powerful Practices. Teachers are encouraged to attend to get further resources and insight around these practices that promote rigor and student interest and foster a culture of relevant learning. Teachers earn continuing education credits for attending and are equipped with tools to implement in class immediately. Teachers are receptive to implement new strategies learned from their colleagues who also share the same students.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that

Score

coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

At Julian we build relational trust by having multiple in-house mentors that students can relate to. Students can discuss sensitive and insensitive material. Such as things that are going on in the school building or issues that are happening outside the school gates. If a student needs to talk to a professional regarding a personal issue such as (homelessness, anger management, and or grief students are connected to Universal Family Connection. There are also BAM and WOW groups where students can come and talk to other peers that are facing similar issues as them. There is also a LGBTQ group that helps support students that are in the process of identifying themselves. There are school counselors that offer more of a 1 on 1 counseling service to students. The Principal of the school has his personal cell phone listed all over the school, and makes it known that he is readily available to discuss any issue a student may have.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

At Julian students are involved in all after school and extracurricular activities. Students partner with community leaders on issues that are of their concern regarding safety and concern. Students work with community members to address problems that affect national crises. Julian students support their school, city and country through initiatives that are implemented at our school building. The students organized a Halloween community event, and a voter registration drive. The Halloween event promoted a safe culture in the community. The Halloween event allowed for members of the community to come together at Julian to celebrate the holiday in a safe manner. The voter registration drive was used to empower democracy within the community. Students are involved in MIKVA, BAM, WOW, Gear-up, student voice community, student government association, and operation push). MIKVA is an organization that provides students with jobs, and present issues that are relevant to student's beliefs. MIKVA aligns itself with students to voice their thoughts and opinions on youth action. The organization is used to empower students on concerns that are relevant in their lives. MIKVA implements fundraisers to support student concerns. BAM is known as a becoming a man which is offered to all male students to help student's with their development, academics, and provides a mentor ship. BAM assess the student's needs individually and helps guide students towards their goals. WOW is a program called working on womanhood which supports female students in the same categories as BAM does. WOW and BAM both focus on the student's individually and provide a mentor ship. Gear-up supports students academically via college tours, tutoring, and book clubs. Gear-up also help students with scheduling, and assist students with additional academic counseling.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<ul style="list-style-type: none"> Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

In order to ensure students are in a safe place here at Julian there are teachers, administrators, and other school personnel that work alongside security to support the positive school culture. There are two full time police officers that interact with students throughout the building at all times. In addition to the police officers there are two visible deans during passing periods and instructional times. There is one dean for the boys and one dean for the girls, both deans work together to improve the school culture. At Julian students feel comfortable approaching security, staff and administration about potential issues not limited to in and around school. Rules and expectations are visible and posted throughout every classroom and the entire school. There are hallway sweeps conducted after every period, and all staff contributes to ensure students arrive to class in a timely manner. Julian teachers use classroom management practices to reinforce positive behaviors throughout the entire school. Teachers have a systematic approach in dealing with discipline issues, which involves referrals and inputting data into student loggers. In addition to student loggers communication is always made to the guardian via phone calls and e-mails. Conferences are also set up as needed to ensure safety and order is always evident.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score
1 2 3 4

All students can learn when the school provides a: safe, caring, and stimulating environment to allow all students to have access to an equal education. School is an institution where students should be equipped with tools that will make them knowledgeable, responsible, and active members of our country. Students should be exposed to skills, as well as gain knowledge based on standards deemed by the local government. All students should be exposed to equal content across the public school system no matter of social economic or religion caste. Students should be given instruction academically as well as be given physical, social, and emotional tools that can make them productive members of society. Students are given restorative chats with: school psychologist, social worker, teacher, counselors, mentor programs and nurse. If a student at Julian is experiencing stress or anxiety from a loss of a loved one there is a grief counselor that students can talk with. Here at Julian High School we hold student conferences as the first option to restore discipline inside the school building. If the student conference is unsuccessful then at Julian we add a parent to the student conference as a 2nd step in restoring discipline. If both approaches fail to restore discipline the third approach involves including the teacher, parent and student together in a conference. Peace circles are conducted by outside agencies (i.e. The SMART Program & Hip Hop De-Tox) that work to restore the environment inside the school. By conducting peace circles we are using a tier two intervention to restore student discipline. At Julian we have a token economy, where students are given rewards. Students are rewarded tokens for several reasons: arriving to school on time, good behavior, good attendance, and good academics). Students can use the token economy to get passes to be out of uniform, invites to extracurricular activities, and attend educational field trips). Administration frequently visits classrooms to minimize disruptions. Students in need of additional support are always referred to a social worker, nurse, school psychologist, and school counselor. In school suspensions are designed using an academic approach where students must complete the assigned classroom assignment(s) required in the classroom while they are serving the in school suspension. In school suspensions are used to deter negative behavior in and out of the classroom. As a last resort students are given an out school suspension if all other options have been exhausted. Here are a few of the interventions that are SPED teams delivers to our students in need of service.

- Crisis Intervention with Related Service Team
- Referral Service for SPED services
- Check In/Check Out with Sped Team
- Consultation with students regarding development of FBA/BIP
- Time out talks with Case Manager
- Teacher Progress report of academic and social emotional status

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.

- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 3 4

We at Julian pride ourselves on having strong communication with the community. To start the school year at Julian there is a back to school night which gives student's school supplies and stationary items that could be used throughout the school year. We at Julian have positive interactions with our parents; parents are involved in workshops to get informed about policies and procedures in the school. There are 5 parent representatives that comprise the LSC. The LSC collaborates with the community, students, and teachers to assess the schools needs, and budget. The LSC then uses that information to improve Julian in the area(s) of need. This is a high level team that handles the curriculum and needs of all students we service here at Percy Julian High School. A recruitment event was used to have parents bring in local junior high schools to get experience on what life was like at Julian. The event brought in other members of the community to see what life is like as a Percy Julian Jaguar. The event included a pep rally. Later in the evening there was also a Halloween event that promoted a safe place for the local community to come and celebrate the holiday. Parents promoted the event in the community, and the event was held at Julian High School. There is also a student portal system that allows for parents to monitor student attendance and grades. The student portal is vital because it allows for parents to collaborate with the school to promote student achievement. Parents volunteer through the booster club which is used to support student's in extracurricular activities (i.e. field trips, sporting events, & academic events). Parent volunteers organize and run fundraisers to help promote student achievement. Parent Advisory Council (PAC) is where the parent voice is apparent. PAC supports the community in giving tools to the community on how to enhance student life. PAC focuses on courses that are applicable to (educate technology, educate math, educate common core, and also how to be a better parent). Parents participate in a My Voice, My School survey, which gives Julian insight on how the community views our school. Parents are required to come to Julian twice a year to pick up their student's report card. Title I Collaborative and Partner Leadership is used to discuss district initiatives, learn strategies and obtain resources to bridge the connection between schools and home. The group meets once a month. Parent Nights (Quarterly Meetings, FAFSA Nights, and Credit Recovery Meetings) are other ways we engage the community at Julian Percy High School. We pride ourselves in consistent positive engagement with all members of the community.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

- the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- Frequently communicate with families about class and individual activities and individual student's progress.
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input checked="" type="checkbox"/> 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 <input checked="" type="checkbox"/> ☐
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <input checked="" type="checkbox"/> ☐

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

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Having students and parents take the survey during designated times. Students can complete the survey when they are in school during advisory. Parents can complete the survey during report card pick up and other events at Julian.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
An ACT Prep program was purchased to help support students on standardized testing.	5.00	(Blank)	10.00	20.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Julian is 99% African-American	5.00	(Blank)	10.00	20.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

N/A	2.00	(Blank)	10.00	20.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
To see how class instruction is preparing students for college.	10.00	(Blank)	20.00	30.00
Freshmen On-Track Rate				
Research shows when students are on track at the end of their freshman year they are more likely to go to college.	66.20	76.40	85.00	90.00
4-Year Cohort Graduation Rate				
Julian mission and vision is to prepare students for post secondary and career readiness.	72.10	68.60	75.00	80.00
1-Year Dropout Rate				
To monitor and improve how we support students that attend Julian.	5.10	4.20	0.00	0.00
College Enrollment Rate				
Our goal is to increase the number of student transitioning to college.	51.90	51.20	60.00	70.00
College Persistence Rate				
Julian high school wants to ensure students are staying in school after high school.	61.70	55.50	60.00	70.00
Average Daily Attendance Rate				
Students attending school is critical to improving academic outcomes. Students that attend school regularly do better in academics and socially than those that do not attend.	76.40	79.80	85.00	90.00

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

develop a school wide behavior intervention systems such as PBIS; multi- tiered intervention with clear expectation and support structures for all and have established supports system at every level that encourages change and improvement with positive motivation

improvement in student behavior and attendance in classroom, hallway, and auditorium.

increased safety and order; a school cultural change that will establish trust among all stake holders. Such is not easy to create, but if properly establish will lead to a safer and mature educational environment that will afford additional resources to academics, athletics, rigor and opportunities.

Tags:

Area(s) of focus:
1

Action step

Responsible

Timeframe

Evidence for status

Status

Create criteria for awarding students with Jaguar Bucks, and post criteria around school.

Culture and Climate Team

Jun 21, 2016 to Jun 21, 2016

Posters and Implementation of PBIS around the school

On-Track

Create method for monitoring, tracking and highlighting improved student behavior using Jaguar Bucks or other incentives	Culture and Climate Team	Jun 21, 2016 to Jun 21, 2016	Julian PBIS framework	Completed
Develop monthly incentives to reward positive behavior	Culture and Climate Team	Jun 27, 2016 to Jun 26, 2017	Completion of school calendar	On-Track
Create a team to include all stakeholders	Administration	Jun 27, 2016 to Jul 29, 2016	Team has regularly scheduled meetings	Completed
Have professional development on restorative approaches to discipline, then implement school wide.	Administration and Culture and Climate Team	Jun 27, 2016 to Sep 2, 2016	School wide calendar	On-Track
Develop a restorative justice room such as in-school detention	Administration and Culture and Climate Team	Jun 27, 2016 to Jul 29, 2016	Restorative Justice room is functioning	Completed
Hire Full-Time Restorative Justice Coach to run in-school detention	Administration and Culture and Climate Team	Jul 1, 2016 to Aug 1, 2016	Coordinator is Hired	Completed
Restorative Justice Curriculum to used school wide and during in school detention	Administration and Culture and Climate Team	Jun 27, 2016 to Aug 1, 2016	Curriculum in place and is being implemented school wide with fidelity	On-Track
Quiet Time with University of Chicago	Administration	Jun 20, 2016 to Jul 29, 2016	Implementation of Quiet Time	On-Track
provide a peace action day (anger management, team building, etc.) once a quarter	Administration and Culture and Climate Team	Jun 27, 2016 to Jul 29, 2016	Student Activity Calendar	On-Track

Strategy 2

If we do...

continue to implement an ILT with fidelity and offer courses/professional development for teachers/staff

...then we see...

better classroom instruction; improved student outcomes; curriculum and instructional alignment school wide; improved teacher practice


...which leads to...

an increase in our level status.

Tags:


Area(s) of focus:

2

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Develop Professional Development Calendar for all staff aligned to school TIA, curriculum, teacher needs, MTSS and school wide goals	ILT and Administration	Jun 20, 2016 to Aug 27, 2016	Completion of professional development plan	Completed
Develop/create rigorous student tasks aligned with CCSS appropriate for each grade level, implement balanced assessment and grading	ILT, Departments and Administration	Jun 27, 2016 to Sep 2, 2016	Completion of school curriculum with rigorous common assessments	On-Track
Budget for after school professional development for ILT and other professional learning communities	Administration	Jul 1, 2016 to Aug 12, 2016	Buckets created for professional development	On-Track
Purchase text to guide professional development and instructional strategies to align TIA and school wide goals	Administration	Jul 1, 2016 to Aug 1, 2016	PO for professional development books	Not started
develop partnerships with various institutions: U of C, UIC, Golden Apple, Network 13, One Goal etc	ILT and Administration	Jun 27, 2016 to Jul 25, 2016	Calendar of events with new partnerships	Completed
professional development on integrating technology in the curriculum,	ILT and Administration	Jul 5, 2016 to Aug 19, 2016	Professional Development Calendar	Not started
project-based learning experiences for students,	ILT, departments and Administration	Jun 27, 2016 to Aug 20, 2016	Quarterly Learning Experiences	On-Track
Continue to implement reading and writing strategies each quarter	ILT, departments and Administration	Jun 27, 2016 to Aug 27, 2016	Quarterly Learning Experiences	On-Track

Strategy 3

If we do...

develop a Post Secondary Leadership Team to monitor college and career data; MTSS like system; implementation of seminar classes

...then we see...

an increase in AP enrollment, increase graduation rate, scholarships, career credentials improved on track metrics and attendance

...which leads to...

better scores on the AP exam and better student academic outcomes, better college and career data on the SQRP.

Tags:

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Provide professional development for teachers teaching AP, CTE, Dual Credit, Science, and other related courses; select students based on academic performance to participant, host a parent and student meeting	AP coordinator and Administration	May 23, 2016 to Jul 1, 2016	New programs added to the school course selection	On-Track
Reach out to CTE and CPS regarding the possibility of developing CTE programs with an emphasis on science	Science Dept and Principal	Jun 27, 2016 to Jul 29, 2016	New CTE program and more student interest in science	Postponed
increase our number of clubs and organizations for robotics, agriculture, alternative energy (solar energy, wind power, etc...), STEM, finance, planning and design/style;	ILT, Curriculum Coordinator and Administration	Jul 25, 2016 to Aug 31, 2016	an increase in possible CTE programs, increasing post-graduate school completion and increasing school enrollment.	On-Track
Expand AP, CTE, Dual Credit, and provide opportunities for students to tour colleges and universities as well as be exposed to career opportunities	PLT	Jun 27, 2016 to Aug 1, 2016	better scores on the AP exam and better student academic outcomes, better college and career data on the SQRP.	Completed
Select members to be on the PLT and developed a framework for monitoring outcomes with biweekly meetings with data	Administration	Jul 4, 2016 to Aug 1, 2016	Functional PLT	Completed
Schedule all grade level with seminar course	Programmer	Jun 20, 2016 to Aug 5, 2016	Student schedules with seminar course	On-Track
Select staff to implement Senior Seminar Curriculum	Principal	Jun 13, 2016 to Jul 1, 2016	Staff selected and implements program	On-Track
Schedule and Implement monthly college tours for all grade level	PLT	Jul 11, 2016 to Aug 31, 2016	PLT Calendar of Events	On-Track
Continue implementation of career day with all stakeholders (Gear-Up, Junior Achievement, Alumni Association) and school college and career fairs.	PLT and administration	Jul 5, 2016 to Aug 26, 2016	PLT Calendar of events	On-Track

continue summer Connection program for incoming freshmen strongly encouraging enrollment in the program begin to instill school expectations academically and behaviorally, pride and opportunities; also have parents involved; connect freshmen with a responsible big brother or sister from program or extracurricular activity they want to join; connect them with a mentor.	PLT and Administration	Jun 20, 2016 to Jul 29, 2016	Implementation of Freshman Connection	On-Track
increase exposure of students to various colleges, careers that they can enter from high school, speakers to help inform them of college pathway options and career options; financial avenues for seniors trying to go to college; allowing students to speak to college students.	PLT and Administration	Jul 5, 2016 to Aug 20, 2016	PLT calendar of events	On-Track
implement field trips that allow students to job shadow and visit colleges	PLT and CTE Coordinator	Jul 5, 2016 to Sep 2, 2016	PLT and CTE calendar of events	On-Track

Strategy 4

If we do...

order books, technology, labs, instructional resources, software programs and supplemental materials for all departments to support classroom instruction.

...then we see...

an increase in understanding and use of technology by staff and students; as well as improved classroom instruction; improved student outcomes.

...which leads to...

an increase in student standardized scores and students that are better prepared for their post-secondary education.

Tags:

Area(s) of focus:
5

Action step	Responsible	Timeframe	Evidence for status	Status
Departments develop wish list with vendors and costs; resources, materials, technology and books should be aligned to the school's TIA and instructional priorities	Principal and Department Chairs	May 23, 2016 to Jun 30, 2016	Books, technology and resources in the classrooms being used with fidelity	Not started
plan trips for our students to explore laboratories, museums, exhibits Physics day at Great America, science fairs etc..., that align with our curriculum, one trip per month for each department	Department Chairs	Jun 27, 2016 to Aug 5, 2016	School Calendar with scheduled events	Not started

order dissection specimens for biology and forensic science classes for approximately \$2,000 total; approximately 100 frogs for biology and 30 pigs for forensic science; order chemicals and physics supplies for experiments from \$2,000 to \$4,000	Science Department	Jul 5, 2016 to Aug 19, 2016	Materials and labs in the science labs	Not started
Purchase mobile carts with elmos, laptops, and overhead projectors with locks for all classrooms.	Technology Coordinator and Principal	Jul 5, 2016 to Aug 27, 2016	Technology Equipment in the classroom	Not started
Highlight feeder schools and students on a monthly basis in our Percy L. Julian High School website	Technology Coordinator and FACE	Jun 27, 2016 to Aug 26, 2016	Updated School Webpage	Postponed
Develop and/or use rigorous instructional materials aligned with CCSS	ILT and Administration	Jun 27, 2016 to Aug 26, 2016	Materials in the Classroom	On-Track

Strategy 5

If we do...

Develop a MTSS Team to consist of an assistant principal, counselors, case manager, attendance coordinator, and dean of students to monitor and support Tier 2 and 3 students 980/20 Rule)

...then we see...

increase in student achievement and improve attendance





...which leads to...

which leads to 80% of teachers developing lessons aligned to CCSS.

Tags:

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Select Team Members, develop framework, establish expectations and develop calendar	Administration and MTSS	Jun 20, 2016 to Jul 29, 2016	Functioning MTSS Team	Completed
Develop monitor tool in Google Doc: student name, concern, action item, person responsible, timeline, status	MTSS Team	Jun 27, 2016 to Jul 29, 2016	Monitoring Tool in Google Folder	Completed
continue to implement make-up week	MTSS Team and Teachers	Jun 13, 2016 to Aug 6, 2016	Implementation of Make-up week	Completed

Provide professional development for all stakeholders workshops about character development, so they can understand the process for MTSS	MTSS Team	Jun 27, 2016 to Sep 2, 2016	Professional Development	On-Track
Establish effective school-to-home and home-to-school communications and engage families in school planning, leadership and meaningful volunteer opportunities to improve parent-teacher-student relationships and students' success and consequently improve student's learning	MTSS Team	Jul 5, 2016 to Aug 26, 2016	Increase in Parental Involvement	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Create criteria for awarding students with Jaguar Bucks, and post criteria around school.	Culture and Climate Team	Jun 21, 2016	Jun 21, 2016	On-Track
+ Create method for monitoring, tracking and highlighting improved student behavior using Jaguar Bucks or other incentives	Culture and Climate Team	Jun 21, 2016	Jun 21, 2016	Completed
+ Develop monthly incentives to reward positive behavior	Culture and Climate Team	Jun 27, 2016	Jun 26, 2017	On-Track
+ Create a team to include all stakeholders	Administration	Jun 27, 2016	Jul 29, 2016	Completed
+ Have professional development on restorative approaches to discipline, then implement school wide.	Administration and Culture and Climate Team	Jun 27, 2016	Sep 2, 2016	On-Track
+ Develop a restorative justice room such as in-school detention	Administration and Culture and Climate Team	Jun 27, 2016	Jul 29, 2016	Completed
+ Hire Full-Time Restorative Justice Coach to run in-school detention	Administration and Culture and Climate Team	Jul 1, 2016	Aug 1, 2016	Completed
+ Restorative Justice Curriculum to used school wide and during in school detention	Administration and Culture and Climate Team	Jun 27, 2016	Aug 1, 2016	On-Track
+ Quiet Time with University of Chicago	Administration	Jun 20, 2016	Jul 29, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
+ provide a peace action day (anger management, team building, etc.) once a quarter	Administration and Culture and Climate Team	Jun 27, 2016	Jul 29, 2016	On-Track
+ Develop Professional Development Calendar for all staff aligned to school TIA, curriculum, teacher needs, MTSS and school wide goals	ILT and Administration	Jun 20, 2016	Aug 27, 2016	Completed
+ Develop/create rigorous student tasks aligned with CCSS appropriate for each grade level, implement balanced assessment and grading	ILT, Departments and Administration	Jun 27, 2016	Sep 2, 2016	On-Track
+ Budget for after school professional development for ILT and other professional learning communities	Administration	Jul 1, 2016	Aug 12, 2016	On-Track
+ Purchase text to guide professional development and instructional strategies to align TIA and school wide goals	Administration	Jul 1, 2016	Aug 1, 2016	Not started
+ develop partnerships with various institutions: U of C, UIC, Golden Apple, Network 13, One Goal etc	ILT and Administration	Jun 27, 2016	Jul 25, 2016	Completed
+ professional development on integrating technology in the curriculum,	ILT and Administration	Jul 5, 2016	Aug 19, 2016	Not started
+ project-based learning experiences for students,	ILT, departments and Administration	Jun 27, 2016	Aug 20, 2016	On-Track
+ Continue to implement reading and writing strategies each quarter	ILT, departments and Administration	Jun 27, 2016	Aug 27, 2016	On-Track
+ Provide professional development for teachers teaching AP, CTE, Dual Credit, Science, and other related courses; select students based on academic performance to participant, host a parent and student meeting	AP coordinator and Administration	May 23, 2016	Jul 1, 2016	On-Track
+ Reach out to CTE and CPS regarding the possibility of developing CTE programs with an emphasis on science	Science Dept and Principal	Jun 27, 2016	Jul 29, 2016	Postponed
+ increase our number of clubs and organizations for robotics, agriculture, alternative energy (solar energy, wind power, etc...), STEM, finance, planning and design/style;	ILT, Curriculum Coordinator and Administration	Jul 25, 2016	Aug 31, 2016	On-Track
+ Expand AP, CTE, Dual Credit, and provide opportunities for students to tour colleges and universities as well as be exposed to career opportunities	PLT	Jun 27, 2016	Aug 1, 2016	Completed
+ Select members to be on the PLT and developed a framework for monitoring outcomes with biweekly meetings with data	Administration	Jul 4, 2016	Aug 1, 2016	Completed
+ Schedule all grade level with seminar course	Programmer	Jun 20, 2016	Aug 5, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
+ Select staff to implement Senior Seminar Curriculum	Principal	Jun 13, 2016	Jul 1, 2016	On-Track
+ Schedule and Implement monthly college tours for all grade level	PLT	Jul 11, 2016	Aug 31, 2016	On-Track
+ Continue implementation of career day with all stakeholders (Gear-Up, Junior Achievement, Alumni Association) and school college and career fairs.	PLT and administration	Jul 5, 2016	Aug 26, 2016	On-Track
+ continue summer Connection program for incoming freshmen strongly encouraging enrollment in the program begin to instill school expectations academically and behaviorally, pride and opportunities; also have parents involved; connect freshmen with a responsible big brother or sister from program or extracurricular activity they want to join; connect them with a mentor.	PLT and Administration	Jun 20, 2016	Jul 29, 2016	On-Track
+ increase exposure of students to various colleges, careers that they can enter from high school, speakers to help inform them of college pathway options and career options; financial avenues for seniors trying to go to college; allowing students to speak to college students.	PLT and Administration	Jul 5, 2016	Aug 20, 2016	On-Track
+ implement field trips that allow students to job shadow and visit colleges	PLT and CTE Coordinator	Jul 5, 2016	Sep 2, 2016	On-Track
+ Departments develop wish list with vendors and costs; resources, materials, technology and books should be aligned to the school's TIA and instructional priorities	Principal and Department Chairs	May 23, 2016	Jun 30, 2016	Not started
+ plan trips for our students to explore laboratories, museums, exhibits Physics day at Great America, science fairs etc..., that align with our curriculum, one trip per month for each department	Department Chairs	Jun 27, 2016	Aug 5, 2016	Not started
+ order dissection specimens for biology and forensic science classes for approximately \$2,000 total; approximately 100 frogs for biology and 30 pigs for forensic science; order chemicals and physics supplies for experiments from \$2,000 to \$4,000	Science Department	Jul 5, 2016	Aug 19, 2016	Not started
+ Purchase mobile carts with elmos, laptops, and overhead projectors with locks for all classrooms.	Technology Coordinator and Principal	Jul 5, 2016	Aug 27, 2016	Not started
+ Highlight feeder schools and students on a monthly basis in our Percy L. Julian High School website	Technology Coordinator and FACE	Jun 27, 2016	Aug 26, 2016	Postponed
+ Develop and/or use rigorous instructional materials aligned with CCSS	ILT and Administration	Jun 27, 2016	Aug 26, 2016	On-Track
+ Select Team Members, develop framework, establish expectations and develop calendar	Administration and MTSS	Jun 20, 2016	Jul 29, 2016	Completed
+ Develop monitor tool in Google Doc: student name, concern, action item, person responsible, timeline, status	MTSS Team	Jun 27, 2016	Jul 29, 2016	Completed
+ continue to implement make-up week	MTSS Team and Teachers	Jun 13, 2016	Aug 6, 2016	Completed
+ Provide professional development for all stakeholders workshops about character development, so they can understand the process for MTSS	MTSS Team	Jun 27, 2016	Sep 2, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<input checked="" type="checkbox"/> Establish effective school-to-home and home-to-school communications and engage families in school planning, leadership and meaningful volunteer opportunities to improve parent-teacher-student relationships and students' success and consequently improve student's learning	MTSS Team	Jul 5, 2016	Aug 26, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Julian High School Parent Advisory Council-(PAC) conducts meetings at least twice a month. PAC meetings develop an action plan for annual reinforcement of school goals which is the actual parental involvement. This allows parents to periodically review the status of the school, discuss any Title I budgetary items that need approving and develop ideas for school improvement. PAC will also be represented at every Local School Council meeting and participate in the CIWP process and monitoring progress toward the school's goals.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

Julian High School hosts school-wide parent information meetings . NCLB Title I funded school policies are shared. Parents are informed of the school's support of targeted Title I students. Parents are notified on all parent meetings in a timely manner by informational flyers, website, and telephone robo calls, live calls, school marquee, and blackboard connect automated system. The information include place, meeting times and dates. Parents receive documentation regarding the School Wide/Title I Targeted Assistance Parental Involvement Policy and School-Parent Compact. The Title 1 Annual Meeting and Title 1 PAC Organizational Meeting was held on October 18, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parent awareness is one of our main priorities. Information will be disseminated in a timely manner via phone blast system (robo calls), the school's marquee, website, and letters sent home. Parents are informed at report card pick-up, information included in teachers' syllabus, parent workshops and parent conferences. Julian offers flexible meeting times and varied activities to engage and involve parents. Information regarding Title I program including a description and explanation of the school's curriculum, the types of assessments used to measure student's progress and the proficiency levels students are expected to meet are provided in several ways: a) student/parent handbook, b) school website, c) the annual open house held in October, d) Monthly PAC meetings e) Parent-teacher conferences, f) report card pick-up.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Parent meetings, times and dates are accessible on the school's website and displayed on the school's marquee. Robo calls are also made several times before scheduled meetings. Meetings are held every third Tuesday of the month. Julian solicit input from parents in various ways, including: a) regularly scheduled PAC and Local School Council meetings, b) submission of suggestions/concerns forms maintained at the front desk in the Main Office, c) participation in parent workshops/meetings (e.g. grade level parent meetings), d) the distribution of surveys at the annual Title I meeting to receive feedback regarding the programs of the previous years, d) Posting the plan in the Parent Room/Main Office, e) Maintenance of Parent Resource binder that includes the school improvement plan, School- Parent Compact. The school policy is to respond to parents within 24 hours.

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.

Julian administers required standardized assessments. Each student and parents receive individual "score report" that identifies all areas of achievement or concern and denotes student growth. Results are mailed to students' homes by the district and/or testing organization. Sessions are held to assist parents in understanding how to read the test results. Students also review their results during advisory.

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.

Letters are mailed to parents within the mandated timeframe as required if a student is enrolled in a class taught by a teacher designated as not "highly qualified".

Schools will assist parents of participating NCLB 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.

Julian is committed to assisting all parents in understanding the required performance standards for students; as well as state and local assessments. This information is included in the student/parent handbook and is posted on the website. Through parent workshops, parent-teacher conferences, report card pick-up parents receive information regarding how to monitor their students' progress using "parent portal" where they can view their students' grades and attendance.

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

Julian provides hands-on training workshops to all parents on how to access the parent portal, so they can monitor their child's progress. Plans have been made to implement "Parent University" to provide small parenting classes and workshops related to academic programs, including literacy and Common Core Standards.

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

Julian staff invites parents to participate in activities that will enhance their child's education and support the school overall. The value of contributions parents make and can make is a priority of the school. Our Family and Community Engagement Coordinator is indicative of how important parent engagement is to the school. Based on data (qualitative and quantitative) we develop and implement a range of activities throughout the year to engage parents in the school and in their children's education.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

The Family and Community Engagement Coordinator maintains and publishes our school calendar of events and activities. To the extent possible, we coordinate and align activities and events to increase parent participation and avoid redundancy.

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

Standard formats for meeting agendas have been established for Parent Advisory Council and Local School Council meetings. Simple language and graphics are used to communicate information informing parents of meetings, workshops, ect. Information is sent to parents via students, mail, e-mail, and posted on the website. Although we do not have an ELL population, some information is available in Spanish, as is appropriate.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

All boxes are checked

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.)

Julian is committed to the delivery of a quality instructional program to all students. We will insure that the teachers are "highly qualified", and the learning environment is consistently conducive to educating all children. The mission of Percy L. Julian High School, in partnership with parents and community, is to implement a positive, quality curriculum that enhances student achievement and develops life skills for post-secondary success. It is the vision of Percy L. Julian High School to prepare and graduate every student for active citizenship and post-secondary success in the 21st century. Julian would like to be the Southside School of choice where all stakeholders serve as the motivating force to guide students toward identifying their personal talents. Julian provides a safe and nurturing environment where we promote high academic achievements and effective communication to ensure students receive a quality education.

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 generally conducted by appointment and are scheduled at a mutually convenient time for respective parties. School-wide parent-teacher conferences are also held on report card pick-up, and open house.

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

Julian will send progress reports to parents each quarter in a variety of ways. The school will provide progress reports by mail to parents. Also students will complete grade reflections during student advisory. Progress reports will be available for pick-up on designated CPS days and other events. Academic progress and corresponding attendance data is provided by the school every 5 weeks via mail. Parents may also access students' academic progress and attendance via parent portal at any time. In addition, teachers make weekly phone calls to update parents. Additionally, teachers contact parents via phone and e-mail to discuss students' progress.

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

Staff Julian is available to meet with any parent before or after school so the instructional program will not be interrupted. Parents may schedule an appointment to meet with teachers at a time that is mutually established by both parties. In addition, email addresses are available on the school website for parent questions, concerns, or comments.

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

Julian must adhere to District policy and guidelines for recruiting parent volunteers. Parents may complete an application to volunteer, which involves a security and medical clearance. We also invite parents to participate in short-term activities that do not require district clearance as a volunteer (i.e. field trips, college/career fairs, assemblies). Parents may request to "shadow" their child in a classroom.

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

The administrators, counselors, Family and Community Engagement Coordinator provides multiple opportunities to engage parents in sessions to help them support their child's education. The following tools are available to assist parents in monitoring their child's attendance, grades, homework completion: parent portal, teachers and administrators e-mail contact, parent grade-level workshops.

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 have multiple opportunities to participate in decision-making. These include serving on and/or participating in Parent Advisory Council meetings and Local School Council meetings. Parents may also submit recommendations and concerns to the principal's office and to the chairpersons of the PAC and LSC

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).

Our goal is to help students become self-directed. Students develop and monitor "success plans" during weekly advisory. Every 2 or 3 weeks students receive "BAG" (behavior, attendance, and grade) reports for review and reflection. The reports also include service-learning hours earned and standardized test scores. Advisory teachers facilitate success planning sessions with students.

Parent Budget

Complete

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

To increase the number of parents participating in PAC meetings. When parents attend they will receive information

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ Amount .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.	\$ 650 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1992 .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)	\$ 1211 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2519 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1000 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 772 .00
53510	Postage Must be used for parent involvement programs only.	\$ 300 .00

53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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