



James Weldon Johnson Elementary School (/school-plans/231) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/14/2016	Foster, Martin, Newbern, Gray, Gardner, Titus, Harper, Perkins, Gaffen, Waggoner, Zotti, Morris,	Calibration; SEF-Depth and Breadth of Student Learning (light green pages) and Depth and Breadth of Quality Teaching
03/21/2016	Foster, Martin, Gray, Perkins, Gardner, Titus, Harper, Gaffen, Waggoner, Zotti,	SEF-Culture of and Structure for Continuous Improvement and Quality and Character of School Life
03/28/2016	Foster, Martin, Newbern, Gray, Gardner, Titus, Harper, Perkins, Gaffen, Waggoner, Zotti, Morris,	Priorities and Goal Setting

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.

1 2 **3** 4

Mission: To provide students with a highly skilled staff of educators who create a safe and supportive environment and engage students in a rigorous academic program that helps them develop the knowledge, skills, and productive habits necessary for excellence in academics and in life. Our mission is shared with all stakeholders by being posted in each classroom. Communication distributed to all stakeholders reflects our mission.

High expectations for staff: To ensure that the Johnson School of Excellence teachers are functioning at the "Proficient" Level of performance as determined by the Chicago Framework for Teaching, a team of teacher leaders across grade bands and content areas are identified to support in our school efforts of producing effective teachers. Data is used to monitor and adjust classroom instruction based on the CCSS and NGSS.

High expectations for students: Our school vision states through high quality academic instruction and attention to student social development, the James Weldon Johnson School of Excellence will help students acquire the skills that will enable them to make better lives for themselves, their families and their communities. Johnson School of Excellence fully implements the Common Core Standards in Reading and Math and the Next Generation Science Standards in Science. Teachers implement small group instruction daily in reading and math in all grades. As a turnaround arts school we are working towards implementing the arts in our curriculum. Explicit instruction (gradual release model: I do, We Do, You do) is a challenge and an area of focus. Through on-going professional development studying Bloom Taxonomy and Webb of Knowledge, the staff is moving towards posing high-quality tasks that are accessible to all students and require them to actively engage in mathematical thinking and writing standards-that align, scaffold text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text. Based on teacher observations using the REACH Framework for Teaching 3b Questioning and Discussion Techniques this is an area of focus.

Based on data from 2015 My Voice My School Survey, Johnson School of Excellence is "Organized". Instruction is focused, challenging and engaging (Ambitious Instruction) received "Very Strong". Teachers work well together and strive for excellence (Collaboration Among Teachers) received "Strong". The indication of teacher collaboration and ambitious instruction indicates all stakeholders are invested in student success.

- Within Johnson School, teachers are encouraged to develop and establish themselves as leaders. Teachers have enhanced their leadership qualities by participating in professional learning communities such as instructional leadership teams, grade level teams, mentor teachers, literacy coaching, committee chairpersons, RTI teams, graduation committees, student evaluation teams, data teams and the CWIP Team.
- At Johnson School the needs of the students, staff, and schedule are considered when staff recruitment and/or dismissal are considered.
- Administration considers the school population as well as specific academic needs of the students.
- All staff member participate in AUSL selection process which is a two-day multi-step process that includes questioning in a speed dating format and demo lessons in front of AUSL principals, assistant principal and coaches.
- Potential staff members are interviewed by current staff members once they have successfully completed the AUSL selection process.
- Evidence of this is found in the current year long search for a teacher with an Art endorsement.

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

1 2 3 4

Effective Leaders (Does leadership focus on results and school improvement) is an area that received a "Neutral" rating. The work of the ILT will increase student achievement through the facilitation of professional development. The school's ILT is comprised of knowledgeable staff members that are representative of all the critical areas of expertise needed to accomplish the mission and vision of the school such as: administrators, Diverse Learners, Math and Literacy teachers, Educational Support Staff and Counselor/Case Manager. ILT members lead the work of improving teaching and learning school and network wide. ILT members are all active in PLC's in the AUSL network. They provide Professional Development and coaching school-wide as well as with teacher teams within their area of expertise. The ILT attends weekly data cluster meetings, and follows up with teachers during the week to ensure that they are following the prescribed next steps. The ILT regularly meet to analyze school-data and trends. Johnson has an established schedule that includes weekly data meetings, professional development, internal walk-throughs, formal and informal classroom observations, and teacher collaboration.

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:

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.

Score

1 2 3 4

Within Johnson School, teachers are encouraged to develop and establish themselves as leaders. Teachers have enhanced their leadership qualities by participating in professional learning communities such as instructional leadership teams, grade level teams, mentor teachers, literacy coaching, committee chairpersons, MTSS teams, graduation committees, student evaluation teams, data teams and the CWIP Team. To ensure that the needs of all students are met Johnson School general education, diverse learners and specialist teachers take part in weekly data Cluster and/or departmental meetings to analyze formative assessments and plan weekly lessons. Teachers use the consultancy Protocol to process team collaboration. The school administers the NWEA MAP assessment 3 times a year and the ANet Interim assessment 4 times a year to progress monitor student growth. Specific goals are identified as well as the expected product/result. In addition, to the aforementioned meetings, teachers are in continual contact with support staff and specialists through both formal and informal meetings. Each time the assessment is given the teachers and the administrative team collaborate to analyze the data to create whole and small group instructional adjustments. A growth target is given to each student based on grade level and RIT score. Teachers then work with each student to create personal learning goals that are aimed at growth above the target to ensure that the achievement gap is closing and students are moving toward college readiness. Johnson has established measurable goals for student achievement through the use of NWEA which is given three times yearly (fall, winter and spring). Student goals are established based on RIT Bands and scores. Kindergarten-2nd grade student achievement is also addressed through the use of Benchmark Assessment System (BAS) which aims to ensure that all students are fluently reading and comprehending grade level content. Johnson's staff development is aligned to school-wide priorities of Literacy, Math, Science, Culture and Climate, Attendance, and the Arts. Teachers collaborate to create PD calendars for next year professional development activities. The effectiveness of professional development comes in the form of 3,2,1 exit slips, on-line surveys, evaluations, and webinars. Feedback from these sources guide future professional development activities.

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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At Johnson School of Excellence discretionary funding and outside funding are used to address the needs of students and staff members. Discretionary funding is used to purchase programs such as City Year, Odyssey Compass Learning, ANet, and Study Island that align with our priorities. Students are provided with after school tutoring to meet and strengthen academic needs. Johnson School addresses the needs of staff and students through the acquisition and use of current technological devices like Promethean Board, laptops, iPads and Chromebooks. Students have a daily Intervention, Acceleration, and Enrichment period of 30 minutes each day. Each student in the building is seen for 20 minutes a day for small group instruction based on RIT Levels. Struggling students are identified and receive additional supports through such programs as City Year (in-class and pull-out services) and North Central College tutoring program. Grade Level teams have the same preparation period, Lunch and recess which allows for 1 hour of collaboration time each day and allows teams to meet weekly for data cluster meetings.

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
	✓ Budget analysis and CIWP
Measures	✓ 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

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Johnson's instructional resources are provided by Expeditionary Learning for Social Sciences and ELA K-8, Pearson Reading Street and Prentice are small group ELA Curriculum for grades K-8. Prek-8th uses Eureka Math for whole group instruction and Envision Math, Rally and Close and Careful for small group instruction. All are scientifically researched based programs. Classroom reading resources also include intervention kits and classroom libraries which are aligned to the Common Core State Standards Appendix B. These texts provide students with appropriate levels of text complexities and informational text. The NWEA - Des Carte and the Common Core State Standards guide the instruction.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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. 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)

Score

1 2 3 4

Each grade level has a set of instructional materials that are aligned with the Common Core State standards. These resources are scientifically based and used to meet the needs of the advanced level, on level, and below level students. There are strategic intervention materials to support the students with special needs. Resources for students who need support with phonemic awareness are provided with Michael Heggerty's Phonemic Awareness. Primary students are given the MPG Assessment and Benchmark Assessment System (BAS) in the fall, winter and spring. Technology is a strong component and through the adaptability, students of all performance levels can appropriately demonstrate their knowledge and skills. Technological resources are:

- * Study Island
- * ANet
- * Compass Learning
- * NWEA Map & MPG

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 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Framework for Teaching	
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

1 2 3 4

Johnson uses a systematic approach to analyzing data in order to plan for and drive instruction. This is accomplished through bi-weekly professional development and data meetings. Instructional practices follow the teacher cycle: "I do, you watch. I do, you help. You do, I help. You do, I watch."

Mini lessons begin with activating prior knowledge to focus student attention on the lesson. Teachers model lessons through demonstrating the teaching point for students. Students have the opportunity to actively engage with the teacher's support. Finally, the student performs the task independently and shares out with the class. Data analysis also provides for differentiation in instruction in small groups and conferencing.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 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

1 2 3 4

It is the expectation that every student at Johnson School be encouraged to seek a college education. Teachers of Johnson School provide exposure to the possibilities of college by sharing their experiences and displaying their degrees and certificates as well as other college paraphernalia within the classrooms. Students are involved with programs such as North Central College and City year, which both provide some insight into the different types of programs and activities they may experience in college. Student leadership is evident in the participation of extracurricular activities that focus on good sportsmanship, team building, and the school based Wildcat Ways – Be Respectful, Be Responsible, Be Ready, and Be Safe. College banners are displayed throughout the building. Information about college is shared with students through the experiences of the staff and through the school counselor. Students participate in North Central College after school programs. They visit North Central College during the summer to take classes. Teachers hang copies of their Degree and Graduation pictures in each class. Johnson School provides support for students planning, preparation, and participation in college and career aspirations. The counselor met with middle school students weekly and they electronically completed an interest inventory. While Johnson School does not participate in formal career assessment tools, the NWEA is a tool used to predict the students' college readiness level at their current academic functioning level. Johnson School has implemented activities such as Pre-K to Kindergarten visit day, and "visit your new classroom and teacher" to promote effective transitions for all grade levels. The intermediate (4th-5th) and middle school (6th-8th) programs are departmentalized which allows the students to experience working with other teachers. 8th grade students are highly encouraged to participate in High School Shadow days. Teachers and the counselor work with students and parents to research different high schools in order to select a best fit school for each student.

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	
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.

1 2 3 4

Teachers at Johnson School receive continual coaching and professional development throughout the year. All teachers will receive monthly coaching visits and classroom observations from the Achievement Network (ANet) coach. New teachers are provided with a mentor coach through the AUSL network as well as support and feedback from the Instructional Leadership Team, School Based Literacy Coach, the Mentor Resident Coach and Administration. All teachers receive effective and strategic coaching through weekly grade level meetings, bi-weekly professional development courses, and formal and informal observations. Teachers receive ongoing feedback during formal and informal observations through the use of the REACH Students Rating Tool. Teachers clearly communicate with students the importance of standards-based learning through goals and objectives that are tailored to the student needs. NWEA-RIT scores and goals are clear and focused for each student. Goals are set up to be manageable, measurable, made first, and most important in planning. Teachers scaffold explicit instruction, provide high levels of questioning, model lessons, and work to accelerate student achievement through rigor and high expectations. Daily exit slips provide immediate feedback. Teachers use the AUSL signature strategy of Chunk and Chew which allows for students to get small bites of information and then the teacher checks for understanding during instruction also provides important feedback. Reflection on instruction to determine re-teaching if necessary is an important factor that leads to student success.

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:

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.

Score

1 2 3 4

Johnson has a wealth of resources available for students in need of academic intervention. NWEA MAP and MPG assessments, CPS Benchmark Assessment, and Compass Learning Odyssey. Each student is seen daily for small group individualized instruction in ELA and math. Students have daily interactions with the classroom teacher along with support persons such as:

- * City Year
- * North Central College
- * Counselors
- * Case Workers
- * Psychologists
- * Speech Therapists

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:

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.

Score

1 2 3 4

Assessment data is immediately provided from the NWEA Map and MPG. All classroom teachers have log-in and passwords for CPS horizon Manager. The CPS benchmark Assessment is given each Quarter in both Literacy and math. Teachers use the data to plan for upcoming units to create lesson for Intervention, acceleration and Enrichment. Word initiative charts are established and posted on data walls. This helps teachers monitor and support student achievement and learning needs. Students with disabilities are able to demonstrate their skills appropriately. ISAT Data provides the summative data needed to formulate supportive instructional practices and plans for professional development.

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	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. 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

Information pertaining to the performance of Johnson School is shared with parents regularly through written district communications, Local School Council meetings, and parent meetings hosted through the community schools programs. The teachers and parents of Johnson School participate in regularly scheduled parent conferences at which time expectations for achievement and current student data results are shared. Teachers and other school staff communicate regularly with many parents via phone, weekly/daily written communications, and during student departures. Teachers share their phone numbers and email addresses with parents as an added option of communication. These communications include discussions around children's progress, family involvement, and parents' expectations for learning.

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 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.

Score

1 2 3 4

Productive and supportive relationships are encouraged at Johnson School. Students are taught the meaning and importance of being respectful, responsible, ready, and safety through the continued implementation of the Wildcat Ways. These same levels of standard are expected and evident in the teachers and staff of Johnson School. All students are given the opportunity to participate in the school community through the use of Least Restrictive Environment, non-academic activities, and involvement with the various community partnerships such as UCAN, City Year, LAMP, Erie and North Central College. "

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:

Score

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.

1 2 3 4

At Johnson School students are given the opportunity to participate in extracurricular activities that build leadership, nurture talents and interests, and increase engagement with the school through the following programs:

- Track
- Cheerleading
- Football
- Basketball
- Volleyball
- Soccer
- Softball
- Choir
- Drum line
- photography
- African Dance
- Film making
- Ceramics
- Homework Help (City Year)
- Needs: Academic Clubs such as
 - Debate
 - Academic Decathlon
 - Book Club
 - Mentors
 - Peer groups

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	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	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

As a school-wide community, behavior and safety are encouraged through the use of School Based Problem Solving as well as the Wildcat Ways:

- Be Respectful
- Be Responsible
- Be Ready
- Be Safe

In addition, each classroom uses a tiered behavior system appropriate to the age/grade level of the students. Each of these systems allows students to experience positive outcomes through the awarding of Wildcat Paws (whole class) and the ability for individual students to move up on the classroom chart. Each month one classroom on each floor is awarded the Wildcats of the month. The winning class on each floor receives free gym time, extended computer time, visits to the school store. Quarterly Members of the Behavior Intervention team attend the CPS Foundations training.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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:

Score

1 2 3 4

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.

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 misbehavior’s 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.

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	✓ 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:

Score

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.

1 2 3 4

The environment at Johnson School is welcoming to parents and families. Parents are encouraged to participate in the programs and activities that occur within the Parent Room and through volunteering in the classrooms. Quarterly literacy and math nights allow parents, teachers and students to have positive interactions as they participate in engaging activities. Johnson has quarterly award ceremonies acknowledging students that have perfect attendance, honor roll and display the wildcat ways. Parents are invited to attend the program. Specialized support is provided to families in need through the provision of bus passes, school uniforms, on-site dental services, referrals for medical and social services. Johnson School has a School based health center run by Erie Healthcare; they provide medical and social service programs to parents and students. Johnson has a partnership with UCAN, and students participate in project Phenomenal Woman and Project Invisible Man. Students meet weekly to discuss current issues and are given a stipend monthly. LAMP provides social emotional services. Students meet weekly with a mentor 1:1.

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
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ 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 \emptyset = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset

3 Expectations for depth & breadth of Student Learning: Curriculum

1 2 3 4 5

3 Expectations for depth & breadth of Student Learning: Instructional Materials

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
The goal is to increase the number of students towards college readiness.	62.00	38.00	50.00	55.00
National School Growth Percentile - Math				
The goal is to increase the number of students towards college readiness.	50.00	39.00	45.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The goal is to increase the number of students towards college readiness.	59.10	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
The goal is to increase the number of students towards college readiness.	60.00	36.00	50.00	50.00
Hispanic Growth Percentile - Reading				
Do not have this student population.	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
Do not have this student population.	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
The goal is to increase the number of students towards college readiness.	38.00	7.00	10.00	15.00
African-American Growth Percentile - Math				
The goal is to increase the number of students towards college readiness.	50.00	40.00	45.00	50.00
Hispanic Growth Percentile - Math				
Do not have this student population.	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
Do not have this student population.	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				
The goal is to increase the number of students towards college readiness.	4.00	12.00	15.00	20.00
National School Attainment Percentile - Reading (Grades 3-8)				
The goal is to increase the number of students towards college readiness.	7.00	21.00	25.00	30.00
National School Attainment Percentile - Math (Grades 3-8)				

The goal is to increase the number of students towards college readiness.	7.00	25.00	30.00	35.00
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National School Attainment Percentile - Reading (Grade 2)

The goal is to increase the number of students towards college readiness.	33.00	26.00	30.00	35.00
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National School Attainment Percentile - Math (Grade 2)

The goal is to increase the number of students towards college readiness.	67.00	45.00	45.00	50.00
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% of Students Making Sufficient Annual Progress on ACCESS

Do not have this student population.	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

The goal is to increase the number of students towards college readiness.	94.40	95.50	96.00	96.00
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My Voice, My School 5 Essentials Survey

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
High School Selected Enrollment				
Students accepted into high school selected high schools	(Blank)	9.00	10.00	12.00
On-Track Data				
3rd-8th Grade Students On-Track (All Marking Periods)	(Blank)	52.00	55.00	60.00
School Environment				
Look and Feel	(Blank)	97.00	98.00	98.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

continue to engage in effective professional development that is aligned to the school's data and instructional goals

improvement in teacher practice

which leads to a significant effect on student learning and achievement, increased critical thinking skills, and college/career readiness.

Tags:

Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

The admin team in collaboration with ILT team will plan and/or facilitate weekly data cluster meeting that are aligned to data analysis with a focus on text/task dependent questions and discussion, close reading, balanced literacy, and the standards of mathematical practices with a shared focus on Rigor, Coherence and Fluency. There will be a different focus for each cycle. These meeting will include General Education Teachers and Diverse Learner Teachers. During these meetings, teachers will bring samples of students work, as well as an analysis of achievement data for that lesson. During these meetings, teachers will look at the data as well as the samples to collaborate and help other teachers with planning for next steps.

Instructional Leadership Team

Aug 29, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data

Admin team will divide teachers among Principal, Assistant Principal, School Coach, and AUSL coach. Each person will be responsible for making sure lesson plans are aligned to the focus and have a balance of higher/lower cognitive questioning and/or tasks as well as observe in the classroom to look for evidence. There will be face to face feedback given at least twice a week that will focus on alignment, data analysis, and instructional planning.

Principal, Asst. Principal, Instructional Coaches, Teacher Leaders

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data

The Admin team in collaboration with the ILT team will use a strategic method to pair teachers together for Peer observation/coaching. The ILT team will create a checklist/rubric that teachers will use as a guide when observing and coaching as well as a feedback template that will be submitted to an identified person on the ILT team. The look-fors will be aligned to the identified foci above.

Principal, Asst. Principal, Instructional Coaches, Teacher Leaders

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data

For each data cluster cycle, teachers will identify a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform or improve their teaching. The text will be used as a guide to build their capacity around the focus for the cycle.

Principal, Asst. Principal, Instructional Coaches, Teacher Leaders

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data

All teachers will complete a professional growth plan. The purpose of the Professional Growth plan will be to develop a differentiated supervision model that meets the individual needs of all teachers, promotes effective instruction and improves student achievement. This plan will be monitored, revised, and or updated by the teacher at the end of each cluster cycle to identify the progress as well as next steps for areas of growth. The person responsible for coaching the individual teacher will be responsible for monitoring this document and providing supports as it relates to Areas of growth.

Principal, Asst. Principal, Instructional Coaches, Teacher Leaders

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data

Strategy 2

If we do...

...then we see...

...which leads to...

use curriculum resources that are aligned to common core state standards

improvement in literacy engagement and achievement

increased number of students who are meeting or exceeding standards on NWEA and Anet Interim assessments for all students enrolled.

Tags:

Literacy/Reading, Assessment, Intervention, Curriculum, Data

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will identify students in grades 3rd-8th who scored below the 24th percentile on the NWEA Spring Assessment.

classroom teachers

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Core Instruction, Assessment, Intervention, Data

The Reading Interventionist will test the identified students using the PI and RI tests in Read 180/System 44 reading program.

reading interventionist

Sep 6, 2016 to Jun 23, 2017

(Blank)

Not started

Literacy/Reading, Core Instruction, Assessment, Intervention, Data

The Reading Interventionist and DL Teachers will analyze student data from the PI and RI assessments and identify the students who will be enrolled in the program.	reading interventionist	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Core Instruction, Assessment, Intervention, Data

The Reading Interventionist and DL Teachers will create a schedule for Read 180 /System 44 and distribute to all teachers involved. RI and DL teachers will analyze data from the program weekly to identify misconceptions students are having with the curriculum. Teachers will differentiate instruction as needed to meet the needs of the students.	reading interventionist, Diverse Learners and General Education teachers	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Core Instruction, Assessment, Intervention, Data

Teachers will collaborate with colleagues in Data Cluster meetings about differentiation, student performance, and next steps using data from the software and student work samples.	reading interventionist, Diverse Learners and General Education teachers	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Core Instruction, Assessment, Intervention, Data

Teachers will create weekly plans of lessons for aligned with literacy instructional focus; within the curricular materials, evaluate standards-aligned, sequenced text dependent questions (and responses) that translate into text-based discussion and writing-all driving toward key understandings in the text.	(Blank)	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Core Instruction

Strategy 3

If we do... deep dive in data with teachers around NWEA MAP winter and spring data,	...then we see... instruction (whole and small group) aligned with the NWEA Learning Continuum	...which leads to... to students reaching their NWEA goals and increased the number of students who are meeting or exceeding standards on NWEA and Anet Interim assessments
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Tags:
Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Data

Area(s) of focus:

Action step

Responsible

Timeframe

Evidence for status

Status

Administrators and teachers will meet to analyze NWEA data to create small groups based on the students' NWEA RIT scores.	Principal, Asst. Principal, Teachers	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
Teachers will meet with small groups daily for 20 minutes work on NWEA Learning Continuum. Teachers will assess small groups weekly to see whether students master NWEA Learning Continuum taught for the week.	Principal, Asst Principal, Teachers	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
(Blank)	(Blank)	select	(Blank)	Behind
(Blank)	(Blank)	select	(Blank)	Behind

Strategy 4

If we do...

If we engage parents, celebrate academic excellence, and provide a positive learning environment that builds pride and self-esteem, with meaningful and consistent incentives and consequences

...then we see...

we will build a strong culture for learning for all students

...which leads to...

higher academic achievement for students and a more positive school climate for all.

Tags:

Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration

Area(s) of focus:

3

Action step

Develop more Community Engagement. The school will hold events that bring parents together to build up parent relationships within the school community through events such as reading nights, arts integration nights, dance lessons, parent etc. The administration will engage the LSC in addressing appropriate areas of growth that parents and community members observe.

Responsible

Principal, Asst.
Principal, Dean,
Culture and Climate
Team, Behavior
Health Therapist

Timeframe

Sep 2, 2016 to
Jun 23, 2017

Evidence for status

(Blank)

Status

Not started

Behavior and Safety, Climate and Culture, Family and Community Engagement

Work to Meet the Social-Emotional Needs of the Students Teachers will identify students who may benefit from extra social-emotional supports, such as, meeting with caseworkers, small group sessions, and/or regular check-ins with staff.

Dean, Culture and
Climate Team,
Behavior Health
Therapist,
Counselor, School
Social Worker

Oct 3, 2016 to
Jun 23, 2017

(Blank)

Not started

Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration

<p>Celebrate Academic Excellence & high attendance, Continue to integrate PBIS The teachers, staff and administration will collaborate to provide whole group and individual incentives for behavioral and academic success. Teachers will lead quarterly assemblies to celebrate academic excellence, excellent attendance and citizenship. Administrators, teachers and staff will consistently execute the school's behavior management plan.</p>	<p>Dean, Culture and Climate Team, Behavior Health Therapist, Counselor, School Social Worker</p>	<p>Nov 11, 2016 to Jun 23, 2017</p>	<p>(Blank)</p>	<p>Not started</p>
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Attendance, College Access and Persistence, Family and Community Engagement, Culture and climate

<p>Offer Diverse Extra-Curricular Opportunities Teachers and administration will seek out field trips, in-school presenters, athletic teams, and arts opportunities to meet the wide range of interests of our student population.</p>	<p>Dean, Culture and Climate Team, Behavior Health Therapist, Counselor, School Social Worker</p>	<p>Sep 12, 2016 to Jun 23, 2017</p>	<p>(Blank)</p>	<p>Not started</p>
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Arts, College Access and Persistence, Diversity

<p>Build a Greater Sense of Student Pride and Grit Teachers and staff will educate and celebrate the cultures of the students and give the students an understanding of the challenges many cultures have over come. They will celebrate with cultural assemblies and provide opportunities for students to display their talents.</p>	<p>Arts Integration Team</p>	<p>Sep 12, 2016 to Jun 23, 2017</p>	<p>(Blank)</p>	<p>Not started</p>
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Arts, Diverse Learners, College Access and Persistence

<p>Establish more connections to career and college readiness Teachers will continue to display college artifacts and decorations in their classrooms. Teachers and staff will organize trips to colleges. Invite professionals and individuals from various careers to talk to the students about their chosen professions.</p>	<p>Arts Integration Team</p>	<p>Oct 10, 2016 to Jun 23, 2017</p>	<p>(Blank)</p>	<p>Not started</p>
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Arts, College Access and Persistence, Diversity

District priority and action step	Responsible	Start	End	Status
<p>✦ The admin team in collaboration with ILT team will plan and/or facilitate weekly data cluster meeting that are aligned to data analysis with a focus on text/task dependent questions and discussion, close reading, balanced literacy, and the standards of mathematical practices with a shared focus on Rigor, Coherence and Fluency. There will be a different focus for each cycle. These meeting will include General Education Teachers and Diverse Learner Teachers. During these meetings, teachers will bring samples of students work, as well as an analysis of achievement data for that lesson. During these meetings, teachers will look at the data as well as the samples to collaborate and help other teachers with planning for next steps.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data, Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data</p>	Instructional Leadership Team	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ Admin team will divide teachers among Principal, Assistant Principal, School Coach, and AUSL coach. Each person will be responsible for making sure lesson plans are aligned to the focus and have a balance of higher/lower cognitive questioning and/or tasks as well as observe in the classroom to look for evidence. There will be face to face feedback given at least twice a week that will focus on alignment, data analysis, and instructional planning.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data, Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data</p>	Principal, Asst. Principal, Instructional Coaches, Teacher Leaders	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ The Admin team in collaboration with the ILT team will use a strategic method to pair teachers together for Peer observation/coaching. The ILT team will create a checklist/rubric that teachers will use as a guide when observing and coaching as well as a feedback template that will be submitted to an identified person on the ILT team. The look-fors will be aligned to the identified foci above.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data, Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data</p>	Principal, Asst. Principal, Instructional Coaches, Teacher Leaders	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ For each data cluster cycle, teachers will identify a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform or improve their teaching. The text will be used as a guide to build their capacity around the focus for the cycle.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data, Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data</p>	Principal, Asst. Principal, Instructional Coaches, Teacher Leaders	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ All teachers will complete a professional growth plan. The purpose of the Professional Growth plan will be to develop a differentiated supervision model that meets the individual needs of all teachers, promotes effective instruction and improves student achievement. This plan will be monitored, revised, and or updated by the teacher at the end of each cluster cycle to identify the progress as well as next steps for areas of growth. The person responsible for coaching the individual teacher will be responsible for monitoring this document and providing supports as it relates to Areas of growth.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Data, Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Data</p>	Principal, Asst. Principal, Instructional Coaches, Teacher Leaders	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Teachers will identify students in grades 3rd-8th who scored below the 24th percentile on the NWEA Spring Assessment.</p> <p>Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Core Instruction, Assessment, Intervention, Data</p>	classroom teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ The Reading Interventionist will test the identified students using the PI and RI tests in Read 180/System 44 reading program.</p> <p>Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Literacy/Reading, Core Instruction, Assessment, Intervention, Data</p>	reading interventionist	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ The Reading Interventionist and DL Teachers will analyze student data from the PI and RI assessments and identify the students who will be enrolled in the program.</p> <p>Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Literacy/Reading, Core Instruction, Assessment, Intervention, Data</p>	reading interventionist	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ The Reading Interventionist and DL Teachers will create a schedule for Read 180 /System 44 and distribute to all teachers involved. RI and DL teachers will analyze data from the program weekly to identify misconceptions students are having with the curriculum. Teachers will differentiate instruction as needed to meet the needs of the students. Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Literacy/Reading, Core Instruction, Assessment, Intervention, Data</p>	reading interventionist, Diverse Learners and General Education teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Teachers will collaborate with colleagues in Data Cluster meetings about differentiation, student performance, and next steps using data from the software and student work samples. Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Literacy/Reading, Core Instruction, Assessment, Intervention, Data</p>	reading interventionist, Diverse Learners and General Education teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Teachers will create weekly plans of lessons for aligned with literacy instructional focus; within the curricular materials, evaluate standards-aligned, sequenced text dependent questions (and responses) that translate into text-based discussion and writing-all driving toward key understandings in the text. Tags: Literacy/Reading, Assessment, Intervention, Curriculum, Data, Literacy/Reading, Core Instruction</p>		Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Administrators and teachers will meet to analyze NWEA data to create small groups based on the students' NWEA RIT scores. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Data</p>	Principal, Asst. Principal, Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Teachers will meet with small groups daily for 20 minutes work on NWEA Learning Continuum. Teachers will assess small groups weekly to see whether students master NWEA Learning Continuum taught for the week. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Data</p>	Principal, Asst. Principal, Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Data</p>				Behind
<p>✦ Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, Instructional Coaching, Data</p>				Behind
<p>✦ Develop more Community Engagement. The school will hold events that bring parents together to build up parent relationships within the school community through events such as reading nights, arts integration nights, dance lessons, parent etc. The administration will engage the LSC in addressing appropriate areas of growth that parents and community members observe. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Behavior and Safety, Climate and Culture, Family and Community Engagement</p>	Principal, Asst. Principal, Dean, Culture and Climate Team, Behavior Health Therapist	Sep 2, 2016	Jun 23, 2017	Not started
<p>✦ Work to Meet the Social-Emotional Needs of the Students Teachers will identify students who may benefit from extra social-emotional supports, such as, meeting with caseworkers, small group sessions, and/or regular check-ins with staff. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration</p>	Dean, Culture and Climate Team, Behavior Health Therapist, Counselor, School Social Worker	Oct 3, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Celebrate Academic Excellence & high attendance, Continue to integrate PBIS The teachers, staff and administration will collaborate to provide whole group and individual incentives for behavioral and academic success. Teachers will lead quarterly assemblies to celebrate academic excellence, excellent attendance and citizenship. Administrators, teachers and staff will consistently execute the school's behavior management plan. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Attendance, College Access and Persistence, Family and Community Engagement, Culture and climate</p>	Dean, Culture and Climate Team, Behavior Health Therapist, Counselor, School Social Worker	Nov 11, 2016	Jun 23, 2017	Not started
<p>✦ Offer Diverse Extra-Curricular Opportunities Teachers and administration will seek out field trips, in-school presenters, athletic teams, and arts opportunities to meet the wide range of interests of our student population. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Arts, College Access and Persistence, Diversity</p>	Dean, Culture and Climate Team, Behavior Health Therapist, Counselor, School Social Worker	Sep 12, 2016	Jun 23, 2017	Not started
<p>✦ Build a Greater Sense of Student Pride and Grit Teachers and staff will educate and celebrate the cultures of the students and give the students an understanding of the challenges many cultures have over come. They will celebrate with cultural assemblies and provide opportunities for students to display their talents. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Arts, Diverse Learners, College Access and Persistence</p>	Arts Integration Team	Sep 12, 2016	Jun 23, 2017	Not started
<p>✦ Establish more connections to career and college readiness Teachers will continue to display college artifacts and decorations in their classrooms. Teachers and staff will organize trips to colleges. Invite professionals and individuals from various careers to talk to the students about their chosen professions. Tags: Arts, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Arts, College Access and Persistence, Diversity</p>	Arts Integration Team	Oct 10, 2016	Jun 23, 2017	Not started

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 these 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 1/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.

At the beginning of each year, a monthly time and date for all meeting will be determine by a quorum of parents. During this time, parents, along with Administration will review the school policy and plan for parental involvement. In addition to generating ideas for increasing parent and community participation.

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

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Title I Annual Meeting took place on September 28, 2016; Organizational Meeting on October 21, 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.

Parents will receive an update on their child's academic and attendance progress every five weeks (Progress Reports and Report Card). This report will included a summative analysis of how students have performed on the Common Core Standards for both ELA and Math.

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.

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Parents will be encouraged to provide feedback indicating areas of strength and growth at the end of each event. Administration will implement suggestions where deemed necessary.

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.

Along with students progress reports and report cards that are distributed every five weeks, parents will also receive a summative report from ANet, BAS, and NWEA.

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.

Administration will notify parents via email and notices sent home with students in the specify classroom.

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.

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Parents will be encouraged to provide feedback indicating areas of strength and growth at the end of each event. Administration will implement suggestions where deemed necessary.

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.

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Parents will be encouraged to provide feedback indicating areas of strength and growth at the end of each event. Administration will implement suggestions where deemed necessary.

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.

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Parents will be encouraged to provide feedback indicating areas of strength and growth at the end of each event. Administration will implement suggestions where deemed necessary.

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.

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Monthly events will include back to school BBQ, Open House, Parent-Teacher Conferences, Family Art Integration and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Parents will be encouraged to provide feedback indicating areas of strength and growth at the end of each event. Administration will implement suggestions where deemed necessary.

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.

Current school information will be communicated on the school marquee, monthly calendar, and weekly newsletter sent in students back packs and via email blasts.

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)

n/a

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.)

To provide students with a highly skilled staff of educators who create a safe and supportive environment and engage students in a rigorous academic program that helps them develop the knowledge, skills, and productive habits necessary for excellence in academics and in life.

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-Teachers conferences will be conducted during Open House (September), Quarter 1 (November) and Quarter 3 (April). Content (4th-8th grade) and diverse learner teachers will conference together in a designated classroom to discuss student's progress in all areas. Parent-Teacher conferences are also available upon request before school or during teacher's preparation period.

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

Parents will receive an update on their child's academic and attendance progress every five weeks (Progress Reports and Report Card) and upon request. This report will included a summative analysis of how students have performed on the Common Core Standards for both ELA and Math. Teachers also send home graded work at the end of each week to reflect the five week progress report and report card.

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

Parent-Teachers conferences will be conducted during Open House (September), Quarter 1 (November) and Quarter 3 (April). Content (4th-8th grade) and diverse learner teachers will conference together in a designated classroom to discuss student's progress in all areas. Parent-Teacher conferences are also available upon request before school or during teacher's preparation period.

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.

Parents must complete the volunteer packet and all related steps to volunteering in the classroom and participate in classroom activities.

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

Parents will support their child's learning by designating a place within the home for homework, reading 20-30 minutes every night, and reviewing graded classwork and assessments. In addition to supporting school wide attendance goal of students being at school and on time daily.

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

Parent-Teachers conferences will be conducted during Open House (September), Quarter 1 (November) and Quarter 3 (April). Content (4th-8th grade) and diverse learner teachers will conference together in a designated classroom to discuss student's progress in all areas. Parent-Teacher conferences are also available upon request before school or during teacher's preparation period.

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).

Teachers conference with each student quarterly to reflect on goals for attendance, academics, and attitude. Students are able to monitor their progress and adjust actions accordingly. Students who meet/exceed school wide goals are recognized at the end of each quarter at their grade band awards assembly.

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.

Parents will support their children's learning by ensuring students are at school on time every day. Parents are made aware of the Johnson School of Excellence attendance policy and incentives program so that they understand the importance of attendance at Johnson School of Excellence and partner with the school in order to ensure their students are in school everyday. Parents will ensure that their students are completing homework assignments by making sure that students are studying and reading at home everyday. Parents will also ensure that students complete homework assignments by checking their students' homework every night. Parents will also be provided training on how to support students learning so that they feel better prepared to assist their students at home. Parent will also be informed of the various ways Johnson School of Excellence provides structure to our students through the positive behavior incentives program that influences the culture and climate in the school building. Parents will be made aware of the Wildcat Ways which are Safety, Ready, Responsible, and Respectful so that they can reinforce positive attitude and behavior at home with their students.

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.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 3600 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00

54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
54565	<p>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.</p>	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
53510	<p>Postage Must be used for parent involvement programs only.</p>	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
53306	<p>Software Must be educational and for parent use only.</p>	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			