



James Weldon Johnson Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Takia Foster	Principal	tjfooster@cps.edu	Has access
Talisa Martin	Assistant Principal	tlmartin@cps.edu	Has access
Sarah Potter	Teacher (Primary) ILT Member	sjpotter@cps.edu	Has access
Dominque Morris	(Intermediate-ELA) ILT Member/ LSC	dammorris2@cps.edu	Has access
Amber Bradley	Teacher (Intermediate-Math) ILT Member	abradley18@cps.edu	Has access
Patrick Zotti	Diverse Learner Teacher/Case Manager	pzotti@cps.edu	No Access
Charise Gardner	Instructional Coach/ ILT Member/ LSC	ckparson@cps.edu	Has access
Ashley Gardner	Teacher (Intermediate-ELA) PPLC	agardner7@cps.edi	No Access
Kelechi Maxey	Teacher (Intermediate-Math) PPLC	ksegwuekwe@cps.edu	No Access
Stephanie Bonaronti	Teacher (Middle School-Math) PPLC	sbonaroti@cps.edu	No Access
La'Tina Redmond	Teacher (Middle School-ELA) PPLC	lredmond1@cps.edu	No Access
Turron Clayton	ESP-Student Special Services Advocate/ PAC	tclayton2@cps.edu	No Access

Troy Williams	ESP-Youth Interventionist	tvwilliams4@cps.edu	No Access
Shalonda Henderson	Parent/LSC Member	Shalondateasley30@gmail.com	No Access
Lillie Jones	Parent/LSC Member	Mz.Cristlerjones@gmail.com	No Access

Team meetings

Date	Participants	Topic
02/26/2018	Foster, Martin, Potter, Morris, C. Gardner, Bradley, Zotti	SEF Review
03/12/2018	Foster, Martin, Potter, Morris, C. Gardner, Bradley, Zotti, A. Gardner, , Bonaroti, Waggoner, Redmond, Maxey,	Framework Prioritization/Goal Setting/Strategies
04/09/2018		Action Steps/Fund Compliance/Parent Involvement
04/13/2018		Finalize draft for submission
03/23/2018	Foster, Martin, Potter, Morris, Williams, Bradley, Zotti	

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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:

Score

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.

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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
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"> A1. Assesses the Current State of School Performance and Develops a CWIP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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
MTSS Framework	Shared Leadership, Curriculum & Instruction
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"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

1 2 3 4

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

1 2 **3** 4

Teachers use curriculum maps and the engage AUSL pacing guides to ensure completion of units in a timely manner and to adequately address the standards of the grade level. Teachers analyze and use formative data to determine student mastery on a regular basis. The majority of teachers use big ideas and essential understandings from the unit to guide instruction. Through the Engage curricula, all students are exposed to grade level text. There is an absence of social emotional learning in our curriculum. The majority of culminating tasks are in the form of tests and quizzes. Due to this, students are not often given the opportunity for project based learning.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.

- Curriculum is tailored to the strengths, needs, and interests of each student.

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	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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)

1 2 3 4

Our instructional materials are very much aligned to the curricular plans and expectations of the standards. The given materials support student mastery of grade level standards and thus, provide access to grade level text. The needs of students are addressed during small group instruction but not necessarily differentiated in whole group by every teacher. The materials are not very flexible or varied and a variety of supplies (technology, media, manipulatives, etc.) are not used to allow students to show mastery. Students do not have a say in the instructional materials used to demonstrate their learning. The materials do not frequently engage all modalities or support the learning of all students.

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/updated 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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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)

1 2 3 4

Teachers and the student tasks within the curriculum set high expectations for all learners. The assigned tasks require students to use higher order thinking skills and to provide evidence for their reasoning. The tasks reflect the key shifts in the standards in both reading and in math and often create authentic opportunities for students to showcase their learning for real audiences, such as a writing a letter to Mary Pope Osborne. Teachers spend time examining student tasks and doing the work they are asking their students to do. Teachers also analyze student responses on a regular basis.

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Anticipation Routines Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

As a school, we provide students with access to summer programming, such as High Jump, to minimize learning loss. We support students as they apply for high school and do provide access to some high school information, but could be more proactive. We provide students with a variety of extracurricular activities to find their strengths and passions outside of academics. All teachers have evidence of colleges in their classrooms and talk about college readiness with their students. We had a college and career week this year, but know we can do more to expose our students to a variety of career paths early in their academic careers. We also can improve in ensuring students have a smooth transition to high school from Johnson.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.
 - Provide opportunities for Dual Credit/Dual Enrollment

- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Navigation 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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Transitioning College ✓ CPS Advisory Framework ✓ Preventing colleges from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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.

Score

1 **2** 3 4

Teachers at Johnson School of Excellence receive continual coaching and professional development throughout the year. Math teachers receive weekly visits and meetings from the math coach. All teachers receive effective and strategic coaching through weekly grade level meetings, monthly professional development, and formal and informal observations. Teachers receive ongoing feedback during formal and informal observations through the use of the REACH Students Rating Tool.

During the planning process, anticipating misconceptions is a crucial component in the AUSL lesson annotation guide. Teachers' marker boards effectively communicate the daily learning objectives and CCSS to students. Teachers implement a variety of strategies such as Turn & Talks and Think, Pair, Shares to allow students opportunities for peer-to-peer discussion to extend their understanding. The use of Word Walls in each classroom and identifying vocabulary during the planning process assists students' successful use of academic and age-appropriate vocabulary. During peer-to-peer and whole class discussion, students are encouraged to use textual evidence to support their claims. Supporting evidence from textual claims is additionally an integral part of assessing students' written work.

CKLA is successfully progress monitoring red and yellow students every 2 weeks and green and blue students every 4 weeks. Primary and Middle School are in the process of improving their progress monitoring system. Teachers effectively plan quick checks in the middle of daily lessons and adjust instruction based on this quick-check data. Teachers provide targeted supports for struggling students through small group instruction that is aligned to their most recent RIT Band by Goal Strands.

Concerns:

Scaffolding in ELA

Progress monitoring (testing for IEP)

How do we make progress monitoring quick?

DL Students: missing skills don't mean give them lower grade level work--if they didn't get it then, they are not going to get it now taught at the same grade level

Shift from CKLA to Middle School: "can you read" to "can you read AND comprehend?"

Next Steps:

USING the data (we are already in the routine of taking the data)

Running Records, for example,...how do we quick check students' progress without making it a big deal?

Get more organized with data

Changing to a month for a cycle: week to clean up the data

Foster student ownership: this is a quick fix; we aren't doing this because we don't want to, we are trying to figure out what works

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

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"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

1 2 3 4

Evidence:

Teachers use a variety of formative assessments such as PARCC, ANET, end and mid modules, small group assessments, etc. to track whole group progress and inform whole group instruction. During cluster meetings, teachers perform data analysis collaboratively across grade band and content area to enhance analysis and future instructional plans. For assessments outside of whole group, teachers use assessment creation tools such as CIM, ANet quizzes, Coach Digital, and Stride quiz builder to ensure assessments are fair, high quality, and aligned to CCSS. While grade bands and content areas assess data weekly, teachers and administration assess school-wide data quarterly during professional development and discussion instructional priorities based on this data.

Both ELA and Math curriculum are aligned to reflect the shifts in the Common Core. Additionally, teachers are trained annually on the key shifts and the implication of these shifts on instruction.

Both students and families are informed often of their progress and proficiency according to school on-track data for grades and attendance, grade-level norms for NWEA, and promotion qualifications for 3rd, 6th, and 8th grades.

Concerns:

Making assessments accessible to DL's and ELL's: reading assessment to them, providing lined/gridded paper

What does this look like in ELA? Providing note-taking outline, empty venn diagram for compare/contrast

We are working to IMPROVE literacy but we are not PROMOTING a culture of learning

Grading system

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 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.
 - 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	✓ 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 gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Evidence:

CKLA is successfully progress monitoring red and yellow students every 2 weeks and green and blue students every 4 weeks. Primary and Middle School are in the process of improving their progress monitoring system. Teachers effectively plan quick checks in the middle of daily lessons and adjust instruction based on this quick-check data. Teachers provide targeted supports for struggling students through small group instruction that is aligned to their most recent RIT Band by Goal Strand. Weekly monitoring during small group instruction on small group trackers informs instruction for the following week.

Teachers regularly contact parents after the distribution of progress reports of any student that is not "on-track" for academics or attendance. MTSS progress monitoring is in process for Tier 2 and 3 services for ELA. Teachers receive monthly professional development on data input to assist the MTSS's team effectiveness

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 Supports

- **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) 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 Supportive Environment
CPS Framework for Teaching	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

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

Using the editing process students are encouraged provide feedback to their peers, assess themselves, and encourages responsibility and ownership of their work.

- Display expectations of academic success (Small group tracker)
- In small group and whole group unpacking learning targets/objective and putting the ownership of the target/objective onto the students by allowing them to teach the target.
- Implementing strategies and incentives to encourage attendance.
- Tracking the different groups of students helps teachers and students invest in their learning.
- The implementation of a universal curriculum.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

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

-Attempting to provide an opportunity for all students to engage in social emotional learning.
 -Reactionary SEL circles.
 -high needs students have staff that check in with them often and other students are seen as needed

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
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

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

- Student council just started. Students were able to vote.
- In one grade level the students had a unit on their identities and beliefs.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.

- Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of all projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

- Security on all floors, check in the office, students feel safe in the school.
- Fire drill, evacuation route, lockdown procedure, Student/Teacher handbook.
- Posters in the hall that state expectations of hall/bathroom, Anchor charts for routines and procedures.
- Wildcat Ways, Behavior incentives, Restorative justice
- Class Dojo, Behavior Management Cycle,

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.
- **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.
- **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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 3 4

- Students have clear expectations, routines, and procedures around behavior.
- Anchor charts are posted in the classroom and hallways reinforcing positive interactions among student/student, student/staff, staff/staff.
- SEL class, classroom morning meetings, Second step, Peace corner,
- Dean used to do restorative justice, students get consequences,

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

- The welcoming environment was non-threatening and helpful
- Literacy and Math events
- My voice my school survey
- Promote use parent portal by allowing parents to sign up at parent teacher conference.
- Attendance calls every morning.

Guide for Parent and Family 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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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 Supports	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	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: Parent and Family 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
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
<p>The goal is to increase the number of students towards college and career readiness. The majority of our staff will remain, so through the support of our school based coach, our admin coaching cycle, and the additional external support that will better train and equip our teachers with effective instructional practices, we will increase our teacher's effectiveness in the classroom and positively impact student achievement. This will also support our School Quality Rating Performance to a Level 1+.</p>	52.00	66.00	55.00	60.00	65.00
National School Growth Percentile - Math					
<p>The goal is to increase the number of students towards college and career readiness. The majority of our staff will remain, so through the support of our school based coach, our admin coaching cycle, and the additional external support that will better train and equip our teachers with effective instructional practices, we will increase our teacher's effectiveness in the classroom and positively impact student achievement. This will also support our School Quality Rating Performance to a Level 1+.</p>	50.00	19.00	50.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms					
<p>The goal is to increase the number of students towards college and career readiness. The majority of our staff will remain, so through the support of our school based coach, our admin coaching cycle, and the additional external support that will better train and equip our teachers with effective instructional practices, we will increase our teacher's effectiveness in the classroom and positively impact student achievement. This will also support our School Quality Rating Performance to a Level 1+.</p>	49.50	45.40	65.00	50.00	55.00
African-American Growth Percentile - Reading					
<p>Our instructional priority over the next few years is to build a balanced literacy and personalized learning approach in our classrooms. Our teachers will better understand the standards and our students data, which will allow them to better support students in the cognitive lift necessarily for high quality discussions, writing, and grappling with complex text. This work over the next few years will meet our teachers individual needs, as well as the students needs.</p>	50.00	66.00	50.00	60.00	65.00
Hispanic Growth Percentile - Reading					
<p>The current student population is 100% African American at Johnson School of Excellence. Therefore, we are not measured on this metric.</p>	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
<p>The current student population is 100% African American at Johnson School of Excellence. Therefore, we are not measured on this metric.</p>	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
<p>Beginning in SY18-19, a more in-depth approach to supporting our DL teachers will be taking place. We will be developing individualized teacher development plans aligned to our ELA SY18-19 instructional priorities, while also supporting them in modifying the curriculum to meet the needs of our diverse learner students. Through this focus, we expected DL student achievement to raise.</p>	22.00	99.00	15.00	30.00	50.00
African-American Growth Percentile - Math					

Our instructional priority over the next few years is to build coherence and personalized learning approach in our classrooms. Our teachers will better understand the standards and our students data, which will allow them to better support students in the cognitive lift necessarily for high quality discussions, complex tasks, and problem solving. This work over the next few years will meet our teachers individual needs, as well as the students needs.

50.00 18.00 50.00 40.00 50.00

Hispanic Growth Percentile - Math

The current student population is 100% African American at Johnson School of Excellence. Therefore, we are not measured on this metric.

(Blank) (Blank) 0.00 0.00 0.00

English Learner Growth Percentile - Math

The current student population is 100% African American at Johnson School of Excellence. Therefore, we are not measured on this metric.

(Blank) (Blank) 0.00 0.00 0.00

Diverse Learner Growth Percentile - Math

Beginning in SY18-19, a more in-depth approach to supporting our DL teachers will be taking place. We will be developing individualized teacher development plans aligned to our ELA SY18-19 instructional priorities, while also supporting them in modifying the curriculum to meet the needs of our diverse learner students. Through this focus, we expected DL student achievement to raise.

99.00 1.00 20.00 35.00 50.00

National School Attainment Percentile - Reading (Grades 3-8)

Through the use of a high-quality, standards-aligned, and on-grade level curriculum and our instructional priority of balanced literacy instruction across our classrooms, our teachers will both understand the standards our students need to attain and personalize learning plans for students to attain those goals. Our teachers will better understand the standards and our students data, which will allow them to better support students in the cognitive lift necessarily for high quality discussions, writing, and grappling with complex text. This work over the next few years will meet our teachers individual needs, as well as the students needs.

17.00 25.00 30.00 30.00 35.00

National School Attainment Percentile - Math (Grades 3-8)

Through the use of a high-quality, standards-aligned, and on-grade level curriculum and our instructional priority of building coherence across our classrooms, our teachers will both understand the standards our students need to attain and personalize learning plans for students to attain those goals. Our teachers will better understand the standards and our students data, which will allow them to better support students in the cognitive lift necessarily for high quality discussions, complex tasks, and problem solving. This work over the next few years will meet our teachers individual needs, as well as the students needs.

17.00 17.00 35.00 20.00 25.00

National School Attainment Percentile - Reading (Grade 2)

Our use of Reading 3D (Dibels and TRC), along with a more thorough emphasis on early literacy will lead to increased grade level attainment in reading.

4.00 11.00 35.00 15.00 20.00

National School Attainment Percentile - Math (Grade 2)

A coherent, standards-aligned, on-grade level curriculum and our instructional priority to build coherence across classrooms will lead to our increased grade level attainment in math. Clusters and 1:1 coaching will support teacher development around the standards and how to attend to student data.

8.00 29.00 50.00 25.00 30.00

% of Students Making Sufficient Annual Progress on ACCESS

The current student population is 100% African American at Johnson School of Excellence. Therefore, we are not measured on this metric.

(Blank) (Blank) 0.00 0.00 0.00

Average Daily Attendance Rate

Our goal is to maintain a 96% attendance for our students. We will continue to develop attendance plans alongside our PBIS system that both addresses targeted grades/individual students/families and whole-school, as well as incentives for students quarterly, monthly, and weekly.

96.00

96.00

96.00

96.00

96.00

My Voice, My School 5 Essentials Survey

2018-2019 Organized
2019-2020 Well Organized

Each year will we address areas of concern and need in our staff, students, and community. This will also support our School Quality Rating Performance to a Level 1+.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
--	---------------------	---------------------	---------------------------	---------------------------	---------------------------

On Track Rate

Increase students in grades 3rd-8th grade who are on track grades (C or better in Reading/Math), attendance (96% or higher) and 0-3 reflections/referrals for the year

42.00

40.00

55.00

55.00

60.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

strengthen student voice and input in school life through student council, reviewing student My Voice, My School survey results, and updating our SEL curriculum

students positively communicating with other students and staff, improved student self-esteem/self-concept, and student ideas being implemented in school life

stronger youth/adult partnership and improved teacher/student relationships, and student ownership and morale

Tags:

5 essentials, Academic targets, Student choice, Culture & climate

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Create a student council for students in grades 5th-8th to serve as a liaison/advisory for culture and climate decisions. Meetings will take place once a month with administration to identify special and every day events where student voice is included.

Student council chair/co chair person

Sep 4, 2018 to Jun 14, 2019

Not started

Academic expectations, Culture for learning, 5 essentials, Student advisory

Update Social Emotional Learning curriculum to include identity and beliefs for students in Prek-8th grade. Curriculum will help build student efficacy in both social emotional and instructional development. Progress will be monitored through data from student logger and summative assessments.

School Counselor

Sep 4, 2018 to Jan 31, 2019

Not started

Social emotional learning, Identity, Beliefs

Staff will review My Voice, My School survey results (implement student ideas) at the beginning of each quarter to identify trends and determine plan of action for moving our school to Well Organized on MVMS survey.

School Improvement Team

Aug 27, 2018 to Jun 19, 2020

Not started

5 essentials, School improvement, Student ideas

Strategy 2

If we do...

have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, and secondary institutions

...then we see...

teachers planning, monitoring of student learning, and checking for understanding student awareness of the criteria for assessment, enabling students to monitor their own learning and take the appropriate action

...which leads to...

the number of students on track will average 50-55% for grades 3rd-8th.

Tags:

Assessment data, Grading practices, On track data

Area(s) of focus:

2

Action step

Teachers establish a grading policy annually for the assignment of scores and standards-based "on track" levels to ensure consistency and fairness.

Responsible

PPLC

Timeframe

Aug 27, 2018 to Feb 1, 2019

Status

Not started

On track, Grading policy

Communicate grading policy to students and families in back to school newsletter, Open House, and quarterly during distribution of progress reports and report cards. On track data will be used as the data metric for students in grades 3rd-8th. Goal is to have 60% of students on track in grades and attendance by SY19-20.

teachers

Oct 1, 2018 to Nov 23, 2018

Not started

Report card, Progress reports

Teachers meet to calibrate on scoring and grading of Mid- and End- of Module Curriculum Assessments

Teachers, Administration, Coaches, City Year

Sep 4, 2018 to Nov 9, 2018

Not started

Assessment, Curriculum, Module

Strategy 3

If we do...

teachers plan lessons to ensure all students have access to complex, grade-level developmentally texts and tasks

...then we see...

students engaged universally designed instruction and assessments.

...which leads to...

improved REACH scores in 3C and E with teachers moving 1 performance levels each school year.

Tags:

Complex texts, Complex tasks, Reach domain 3

Area(s) of focus:

3

Action step

Teachers will identify a check for understanding within each lesson to determine if students mastered the objective.

Responsible

teachers, instructional assistants

Timeframe

Sep 4, 2018 to Jan 7, 2019

Status

Not started

Lesson planning, Data analysis, Check for understanding

Professional development will be embedded into weekly cluster meetings to provide teachers with research/strategy to inform or improve instruction.

teachers, instructional assistants,

Sep 4, 2018 to Jun 14, 2019

Not started

Instruction, Professional development, Research

All teachers will complete a professional growth plan. The purpose of the Professional Growth plan will be to develop to provide a differentiated supervision model that meets the individual needs of all teachers, promotes effective instruction and improves student achievement.

teachers,
instructional
assistants,

Sep 4, 2018 to
May 17, 2019

Not started

Student achievement, Professional development plan

Action Plan

Strategy 1

NOT STARTED

Create a student council for students in grades 5th-8th to serve as a liaison/advisory for culture and climate decisions. Meetings will take place once a month with administration to identify special and every day events where student voice is included."

Sep 04, 2018 to Jun 14, 2019 - Student council chair/co chair person

Status history

May 9

NOT STARTED

May 09, 2018
Evidence

Student morning news and announcements, student council meetings with administration and data collected from action steps

NOT STARTED

Update Social Emotional Learning curriculum to include identity and beliefs for students in Prek-8th grade. Curriculum will help build student efficacy in both social emotional and instructional development. Progress will be monitored through data from student logger and summative assessments."

Sep 04, 2018 to Jan 31, 2019 - School Counselor

Status history

May 9

NOT STARTED

May 09, 2018
Evidence

student's will have positive conversations with each others and teachers.

NOT STARTED

Staff will review My Voice, My School survey results (implement student ideas) at the beginning of each quarter to identify trends and determine plan of action for moving our school to Well Organized on MVMS survey."

Aug 27, 2018 to Jun 19, 2020 - School Improvement Team

Status history

May 9

NOT STARTED

May 09, 2018
Evidence

teachers implement changes to classroom based on the student's feedback from the MV,MS survey.

Strategy 2

NOT STARTED

Teachers establish a grading policy annually for the assignment of scores and standards-based "on track" levels to ensure consistency and fairness."

Aug 27, 2018 to Feb 01, 2019 - PPLC

Status history

May 9

NOT STARTED May 09, 2018
Evidence
Grading Policy by grade band and content-area

NOT STARTED
Communicate grading policy to students and families in back to school newsletter, Open House, and quarterly during distribution of progress reports and report cards. On track data will be used as the data metric for students in grades 3rd-8th. Goal is to have 60% of students on track in grades and attendance by SY19-20."

Oct 01, 2018 to Nov 23, 2018 - teachers

Status history

May 9

NOT STARTED May 09, 2018
Evidence
hand-out distribution with reports & report cards

NOT STARTED Teachers meet to calibrate on scoring and grading of Mid- and End- of Module Curriculum Assessments"
Sep 04, 2018 to Nov 09, 2018 - Teachers, Administration, Coaches, City Year

Status history

May 9

NOT STARTED May 09, 2018
Evidence
Cluster Agendas, Finalized Grading Rubric

Strategy 3

NOT STARTED Teachers will identify a check for understanding within each lesson to determine if students mastered the objective."
Sep 04, 2018 to Jan 07, 2019 - teachers, instructional assistants

Status history

May 9

NOT STARTED May 09, 2018
Evidence
analysis of data to adjust teaching accordingly.

NOT STARTED
Professional development will be embedded into weekly cluster meetings to provide teachers with research/strategy to inform or improve instruction."

Sep 04, 2018 to Jun 14, 2019 - teachers, instructional assistants,

Status history

May 9

NOT STARTED May 09, 2018
Evidence

implementation of the technique or strategy during classroom visits.

NOT STARTED

All teachers will complete a professional growth plan. The purpose of the Professional Growth plan will be to develop to provide a differentiated supervision model that meets the individual needs of all teachers, promotes effective instruction and improves student achievement."

Sep 04, 2018 to May 17, 2019 - teachers, instructional assistants,

Status history

May 9

NOT STARTED

May 09, 2018

Evidence

his 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.

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.

ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

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, STEAM and Math Nights, understanding assessments and common core state standards, along with Healthy Lifestyles professional development. Title I Annual Meeting will take place Tuesday, September 25, 2018; Organizational Meeting on October 16, 2018.

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

In addition to our monthly PAC Meetings, we will also have monthly events to invite parents as partners in their children's education. Upon request of parents to provide regular meetings the school will immediately respond to a parent's request by making sure that the parent has a calendar of all of the monthly events designed to provide parents the opportunity to participate in decisions about the education of children. Parents will be invited to come to PAC meetings as well as the 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 via comment cards, exit tickets and surveys. 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.

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

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 specific classroom.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

On Tuesday, September 25, 2018 during the Title 1 annual meeting the Principal will present the state of the school address. The will outline the academic achievement standards at a school level. Classroom teachers will follow up with a classroom presentation that outlines grade level/ classroom assessment data and student data (NWEA, BAS, ANet) will be shared.

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

The school will host monthly Dad and doughnuts and Moms and Muffins meetings with families to provide resources and training for literacy, technology, and hands on how to workshops to improve student academic achievement and Social Emotional stability.

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Head start teachers complete 2 home visits and 2 parent-teachers conferences each year. During these visits and conferences teachers share students academic and Social Emotional progress. Parents are given information and strategies that they can use at home to assist students and become a partner in education of their children.

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

Current school information will be communicated on the school marquee, monthly calendar, and weekly newsletter sent in students back packs and via email blasts. Prior the the Distribution of information LSC parent and community representatives will review material for content clarity and understandability.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

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 and family members may volunteer, participate, and observe classroom activities.

Parents must complete the volunteer application on Civicore and all related steps to volunteering in the classroom and participate in classroom activities. Only after approval by CPS the school volunteer coordinator will work with parents to create a schedule for volunteering and classroom observations.

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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount .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.	\$	Amount .00
<p>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.	\$	Amount .00

<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
----	--------	-----

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
----	--------	-----

53306

Software

Must be educational and for parent use only.

\$	Amount	.00
----	--------	-----

55005

Furniture and Equipment

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

\$	Amount	.00
----	--------	-----