



Percy L Julian High School / Plan summary

## 2018-2020 plan summary

### Team

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The last three years the school has received the highest score for the my voice my school survey. Weekly leadership team meetings with the following departments: Post Secondary, Diverse Learner, Culture and Climate, Programmer, and Attendance. ILT meets biweekly to plan and implement professional development for teachers focused on the school TIA. Quarterly learning walks are conducted to monitor implementation of school wide instructional strategies: Academic Discourse, Writing to Learn, and Active Reading. 9th/10th Success Team meetings weekly to monitor FOT and SOT data. The Culture and Climate Team meets bi-weekly as a key stakeholder to monitor, discuss and develop plans to address student misconduct, attendance, and climate of the school. The Diverse Learner Department meets once a week on Thursday to monitor completion of student IEP's, MTSS, and other metrics regarding special education.

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

#### Instructional Leadership Team:

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

#### Score

1 2 **3** 4

The ILT has regular bi-weekly meetings. The team is organized to monitor implementation of the school's TIA and powerful practices. We implement quarterly learning walks to monitor school powerful practices. The ILT knows its purpose and develop strategies to improve instruction. The ILT uses different protocols to assess, analyze and monitor adult and student work, implementation professional learning communities, and other school priorities. The ILT uses data from learning walks to monitor and assess implementation of school's powerful practices. The data from learning walks also helps to identify root causes for planning purposes. The ILT uses researched based text to guide meetings and develop instructional strategies. This year the ILT is using Academic Conversations by Jeff Zwiers and Marie Crawford. In addition, all team members have equal voice and are actively engaged during meetings. Data is always used during meetings to drive the work of the ILT.

## 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

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

Score

1 2 **3** 4

At Julian we have weekly departmental, attendance, post secondary, leadership, and grade level meetings; bi-weekly ILT, Culture and Climate, Behavior Health Team and 9th/10th grade success team meetings. Data is analyzed and discussed during meetings using the root cause protocol. We look for evidence during school wide learning walks to monitor implementation of professional learning which includes 2-3 weeks of safe practice. Teachers conduct peer observations and provide feedback to one another using a school wide rubric. We used the My Voice My School survey and an internal student survey feedback to inform selection of professional development for the school year.

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

We align resources with the CIWP and school priorities. For example, we partner with NCS every year to support and provide professional development for post secondary, leadership, instructional leadership team, grade level and department teams. When hiring new staff, candidates go through three rounds of interviews. They have to provide previous performance evaluations, and they are required to demonstrate a lesson. Students complete two surveys during 1st and 2nd semester for core and non core classrooms to provide feedback regarding teachers and school environment. The survey asks questions of students in regards to classroom instruction, classroom environment, rapport and other pertinent information to provide data to better align resources to meet the needs of students. As recipients of the HTT grant, students are assigned to tier 2 and 3 supports. We have also been recipients of the Creative Schools grants to provide additional arts programs for students. We are also recipients of the Target grant, peace grant, and social emotional learning grant. We provide free after school and summer programs for students through the After school Matters Program. We have expanded dual credit and AP courses by reviewing current staff credentials that meet course requirements.

## 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"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

### Score

1 2 3 4

At Julian we do the following to monitor implementation of the curriculum: 1. We review adult and student work during department meetings to check, discuss and develop next steps in regards to rigor. 2. We conduct quarterly learning walks to check for implementation school wide in the classrooms. 3. The school TIA is Critical Thinking. Our powerful practices to achieve this are: Academic Discourse, Active Reading and Writing to Learn. We partnered with Urban Gateways through our creative schools grant to provide project based learning. We have school wide learning themes with essential questions for the month. There are core CCSS standards core departments must implement daily during instruction. Data from summative and interim assessments is collected and analyzed to information instructional next steps. AP practice exams are given to students to expose them to the rigor and content. Teachers used the data to plan instruction and next steps to address student learning needs. During department meetings, teachers and admin use an protocol to analyze text and task complexity. This strategy is used to push teachers to think more critically and be more intentional regarding instructional tasks given to students. Quarterly learning calendars are developed and provided to all staff.

## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	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"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL

### Score

1 2 3 4

The school received new resources to support our school wide curriculum. The English department curriculum resource is MyPerspectives and the math department new resource is Integrated Math. All class have access to LCD projector and elmo. There are 4 computer labs available for core departments to access to support learning in the classroom. The CTE programs have computers and resources to support student learning.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Curriculum &amp; Instruction</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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

Score

1 2 3 4



We conduct quarterly learning walks. We also have BOY, MOY and EOY Instruction Core learning walks in addition to NCS guided visits. Teachers conduct peer observations to provide each other feedback. Admin conducts informal and formal observations with feedback to teachers. Data is used to inform next steps for professional development and to determine which teachers need additional supports in the classroom. We have developed the Julian Framework for Success which includes instructional expectations for teachers and students. The framework is a guide for teachers to use for planning purposes. At Julian we focus on developing students' critical thinking skills through our powerful practices which are academic discourse, writing to learn, and active reading. We use a text, Academic Conversations to guide our work. During instructional core rounds we use a rubric to look for evidence and collect data of rigorous and complex instructional tasks. Teachers were provided the Depth of Knowledge chart to support development of complex and engaging tasks in the classroom. Teachers are provided professional development on Agency, Authority and Identity. In math, teachers do math talks and which one doesn't belong here to promote students to critically think.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
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"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SWP)</a></li> <li>✓ <a href="#">Site Protocol - Looking at Student Work</a></li> </ul>

## Transitions, College & Career Access & Persistence:

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

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and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

School has a college fair every year. Students attend college tours multiple times during the school year. We have partnerships with BAM, WOW, Ada S McKinley, and GearUp to support post secondary expectations. We have senior seminar class which is used to provide post secondary supports for students. During class students use naviance to complete all required post secondary work which includes submitting college applications, FAFSA, scholarships, and many other items related to post secondary and career beyond high school. We do college week school wide to expose all students to post secondary and career aspirations. Students have access to dual credit courses which are radio TV, English, and philosophy. We have also expanded our AP courses such as AP Human Geography, English Lit, English Language, Statistics, and Studio Drawing. Through our CTE programs, students can earn career credentials through the medical academy, digital media, gaming and business programs. We hosted several parent meetings to review the college process and provide support at every step through out the process.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Nipponica Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

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

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Julian's TIA is to improve students' abilities to comprehend and critically analyze high level text, assess text structure and features, and effectively respond to text verbally and in writing using evidence from the text to support answers. Teachers are using Bloom's Taxonomy; Costas Level of Questioning and the guiding text is "Rigor is Not a 4 Letter Word", HOTS. All curriculums are aligned to CCSS, NGSS and CRS. ILT reviews student work during meetings. Learning walks every 5 weeks and more formal on the 10th week. T.S. Teachers are required to ask high and low level questions to promote metacognition. Set up protocols/technique to engage students in authentic discussion (guided lecture procedure, Socratic seminar, think-pair-share, jig saw, etc.)

- Uses challenging and disciplinary language to expand student vocabulary
- Actively listen to student discourse to inform/assess what students know of the content and or next steps for instruction
- Unit and/or lesson plans include strategies to clarify connections between major concepts in the content.
- Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans. Teacher provides tools that enable students to organize their in a logical manner. Teacher clearly explains the expectations for citation, syntax, and grammar via modeling. Teacher provides a clear purpose of the assignment before the students begin to write
- Teacher provides students with choices and multiple genres of writing to spark interest and commitment. Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans. Teacher organizes the environment to support the type of discussion that is taking place in the class (e.g. desk formation or visual diagrams). Teachers actively listen to student discourse to inform/assess what students know of the content and or next steps for instruction

**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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### Balanced Assessment & Grading:

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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.

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The school has an assessment calendar shared with teachers at the beginning of the school year. Teachers are to provide multiple ways to measure and monitor student learning. We have 5 week unit summative assessments. Interim assessments for SAT and PSAT purposes to monitor student growth and analyze data to determine next steps for instructional purpose. Our grading system was developed by the instructional leadership team which included teacher input. Our weights are 40% summative, 50% formative and 10% professionalism. Teachers must follow students IEP and make accommodations and modifications to instruction and tasks to meet the learning needs of students. Teachers must also provide multiple opportunities to assess student progress in class,

### 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 (CSR).
- 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	✓ SQRP Attainment and Growth
	Five Essentials
MTSS Framework: Curriculum & Instruction	
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.f. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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.

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The school has several teams to implement systems for academic and social emotional supports. For social emotional strategies the teachers are expected to have established clear expectations, rules, and procedures for student behavior. Pro-actively teach students the behaviors expected from them; teach them the social and behavioral skills necessary to be successful in the classroom. Provide behavioral praise/feedback to students for following the expectations. Use corrective teaching strategies to redirect students who are off-task. Establish and follow appropriate classroom consequences before referring students to the Dean's Office and maintain consistent communication regarding student behavior (both positive and negative) through the Verify Student Logger and parent phone calls. We have school wide expectations for classrooms, hallways, cafeteria, restrooms and locker rooms. Julian has grade level, department, 9th/10th Success Team, attendance, behavior health, culture and climate teams that meet regular to monitor supports for students. The 9th/10th Success Team meets bi-weekly to support 9th and 10th grade. The Success Team monitors on track status of 9th and 10th grade students. The behavior health team meets bi-weekly to focus on tier 2 and 3 supports and interventions for students. One of our school's focus is to push B's or better to improve G.P.A. Students off track at the end of the semester are registered for credit recovery during evening or summer school. Julian also uses computer based learning programs approved by the board as another option for students to recover.

### 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
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	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.

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TIA: Critical Thinking: the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The development of critical thinking skills and dispositions is a life-long endeavor. Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

These are Julian High School's three foci for getting students to think critically:

Academic Discourse: Academic discourse encompasses the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to whole-class discussion and can take on many forms: metacognition, presentations, debate, listening, writing, and critiquing others' work. What is important is that students are able to process and interact using academic vocabulary]

Active Reading: Active reading simply means reading something with a determination to understand and evaluate it for its relevance. Actively and critically engaging with the content.

Writing to Learn: Writing-to-learn activities are informal and formal writing tasks that help students think through key concepts or ideas presented in a course.

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

### Score

1 2 **3** 4

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.

We have a student voice committee that meet with admin to make recommendations to support school climate and learning.

### 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"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### 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

We have a student voice committee that meet with admin to make recommendations to support school climate and learning. Students participate in the Mikva Challenge, Louder Than A Bomb, and other opportunities to encourage and promote student civic responsibility.

### 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"> <li>▪ MYNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVGs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
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 3c. 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

My Voice My School survey results say that students feel safe in the school and not safe in their community. We have restorative conversations with students to resolve matters without suspensions. We also have in school suspension to reduce the use of out school suspension. There are several tier 2 and 3 supports for students. They included BAM, WOW, Youth Guidance and social worker. We implement groups and one on one sessions to address students social emotional needs. The behavior health team meets bi-weekly to discuss tier 2 and 3 supports. Our school wide expectations is jaguar pride. Students are awarded with jaguar bucks that are redeemed during lunch to recognize positive behavior. We have a discipline framework enforcement school wide expectations. Teachers are required to have one on one conversations first, parent call, then request parent conference if behavior doesn't change.

### 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"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ School Climate Standards Rubric/Assessment</li> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
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"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### 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

We conduct peace circles with students as a means to help be a part of the solution.

## 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 Evidence	✓ 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 school has an active PAC and LSC that meets monthly. We also have many community events to involve parents and the community. We have parent room with computer and resources for parent to access and use. We send home parent newsletters, automatic phone calls, parent conferences and other strategies to keep parents informed of students progress. We use a Knock at Midnight to visit homes regarding student attendance and or transition to an alternative educational setting. Weekly attendance meetings allows us to prioritize to develop school wide strategies to positively impact attendance. We conduct parent conferences as a group to address any student concerns, The BHT meets bi-weekly to review tier 2 and 3 supports and next steps to address students needs.

### 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	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
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"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
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: Curriculum	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: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	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: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Highschool)

17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>My Voice, My School 5 Essentials Survey</b>					
Our goal is to maintain our well organized status.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>PSAT 9 Annual Growth Measure</b>					
Based on historical data, selecting a goal of 15 seems to be realistic and attainable. At Julian, the past few years has seen an average annual growth between 7-14.	(Blank)	7.00	15.00	25.00	40.00
<b>PSAT 10 Annual Growth Measure</b>					
We selected 18 as a goal that is SMART. We wanted the goal to be realistic and attainable. We also feel as a school we should be able to double our school's progress.	(Blank)	9.00	18.00	27.00	40.00
<b>SAT Annual Growth Measure</b>					
Based on historical data, selecting a goal of 15 seems to be realistic and attainable. At Julian, the past few years has seen an average annual growth between 7-14.	(Blank)	7.00	15.00	25.00	40.00
<b>3 yr Cohort(SAT) Growth Measure (this will be a new metric)</b>					
Our goal is to increase student growth measure by 25% for the 2017-18 school year and 2019-2020 for the 2019-20 school year.	(Blank)	(Blank)	25.00	25.00	50.00
<b>African-American School Growth Percentile SAT11</b>					
Based on historical data, selecting a goal of 15 seems to be realistic and attainable. At Julian, the past few years has seen an average annual growth between 7-14.	(Blank)	7.00	15.00	25.00	40.00
<b>Hispanic School Growth Percentile SAT11</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner School Growth Percentile SAT11</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner School Growth Percentile SAT11</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Percent Meeting College Readiness Benchmarks</b>					
Our data trend has been consistent between 8-15% of students meeting college readiness benchmarks. This year, we should be able to increase this percentage. We've developed targeted groups of students to provide extra support and additional opportunities for them to practice the SAT on Khan Academy.	(Blank)	8.00	15.00	25.00	40.00

**Early College and Career Credentials Rate**

We believe 20 is something we can reach this school year by expanding our Dual Credit and AP programs. Based on historical data, in 2015 9.2% students earned early college and career credentials. In 2016 16.8 students earn credentials and in 2017 16.1.

16.00	16.00	20.00	27.00	40.00
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**Freshmen On-Track Rate**

At the end of the first semester in SY 2017-2018, we had 2 students off track. We believe we can reach 97% or better FOT for the school year.

90.00	96.00	96.00	98.00	99.00
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**4-Year Cohort Graduation Rate**

Our goal is to reach 80% graduation goal by 2019-20 school year.

65.00	71.00	80.00	75.00	80.00
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**1-Year Dropout Rate**

In the past few school years, we have seen a decrease in the 1 year drop out. We are expecting this trend to continue.

2.00	1.00	0.00	1.00	0.00
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**College Enrollment Rate**

In 2014, 40.4% enrolled in college and 49% enrolled in college during the 2017 school year. We selected 55% as a SMART goal based on trends.

40.00	49.00	55.00	65.00	75.00
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**College Persistence Rate**

Based on data, our school has an average college persistence rate between 60-63%. We do not expect a major change in the data based on historical information regarding our graduates.

63.00	61.00	70.00	65.00	75.00
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**Average Daily Attendance Rate**

We are hoping to at least maintain last year's 83% average. With our additional efforts, we should finish the school year between 83-85%.

84.00	82.00	85.00	83.00	90.00
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

build adult capacity by developing high quality professional learning communities to implement MTSS with fidelity to monitor student outcomes socially, academic, and attendance.

better outcomes in regards to school data such as attendance, sqrp, grades, and other metrics

a school where everyone is accountable for the work and a place where everyone is held to high expectations to improve student and adult outcomes.

Tags:

Diverse Learners, Aligned resources, Academic expectations, Administration, Academic rigor, Action research, 5 essentials, Academic achievement

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Biweekly audit of IEP completion and compliance with Evaluations and Annual Reviews (SPED)

Case Manager and Sped Team

Jun 18, 2018 to Jun 18, 2019

Not started

**Individualized educational plans**

Referrals to Department of Rehabilitative Services for students with disabilities to assist with post secondary support.	Opportunity for students with disabilities to earn a degree, certification or job training skills	Aug 27, 2018 to Jan 31, 2019	Not started
<b>Diverse learner teachers</b>			
Develop Quarterly learning cycle to monitor school TIA	ILT	Jun 22, 2018 to Aug 31, 2018	Not started
<b>Academic rigor</b>			
Weekly attendance meetings to monitor student and adult attendance.	Attendance Team and Admin	Aug 27, 2018 to Jun 14, 2019	Not started
<b>Attendance, Attendance plan</b>			
Bi-Weekly AP and Dual Credit Meetings	AP Dual Credit Coordinator and Admin	Aug 27, 2018 to Jun 28, 2019	Not started
<b>Dual credit</b>			
Bi-Weekly ILT Meetings	Administration	Aug 27, 2018 to Jun 21, 2019	Not started
<b>Instruction priorities</b>			
Weekly Leadership Team Meetings	Principal	Jun 18, 2018 to Jun 28, 2019	Not started
<b>Leadership and collective responsibility</b>			
Partner with A Knock at Midnight or other consultants to support attendance for Tier 2 and 3 students.	Principal	Jun 25, 2018 to Jul 30, 2018	Not started
<b>Attendance</b>			
Partner with City Year to provide attendance, behavior, and academic support	Principal	May 7, 2018 to Jul 28, 2018	Not started
<b>MTSS</b>			
Continue BHT Team Meetings once a month after school	Principal	Jun 4, 2018 to Jul 2, 2018	Not started
<b>Behavior health team</b>			
Develop attendance Incentives for Tier 1 and Tier 2 to motivate students to come to school daily.	Attendance Team	Jun 18, 2018 to Aug 24, 2018	Not started
<b>Attendance</b>			
Continue the 9th and 10th grade success team to monitor FOT and SOT.	Administration	Jun 25, 2018 to Jun 28, 2019	Not started
<b>Attendance, Freshman on-track, Sophomore on-track</b>			
Develop attendance plan and activities for competition between grade levels. Plan should include monthly incentives and parent engagement.	Attendance Team	Jun 18, 2018 to Jun 28, 2019	Not started

**Attendance**

Provide academic support for students before and after school or on Saturday in reading and math	Administration	Aug 20, 2018 to Jun 28, 2019	Not started
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**Math interventions, Reading interventions**

Revisit all IEPs to ensure students have the correct academic and social emotional supports, especially for PSAT/SAT.	Diverse Learner Department	Jun 4, 2018 to Jun 28, 2019	Not started
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**Diverse learning strategies**

**Strategy 2**

If we do...

develop a balanced assessment and grading policy and framework

...then we see...

assessments aligned to CCSS and SAT, better student exposed to rigorous assessments, teachers using common language and practice to measure student outcomes.

...which leads to...

students performing better on SAT/PSAT, teachers using data to plan for instruction, teachers using data to differentiate instruction, and school being able to monitor student outcomes and provide support when appropriate.

Tags:

Assessment, Attendance, SEL, Post secondary supports, Service learning, Mtss-sel

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Program all students for seminar class to provide coaching and support so that students can set goals using their BAG Reports, PSAT scores, Attendance and other.	Programmer	Apr 2, 2018 to Sep 28, 2018	Not started

**21st century skills, Academic supports, Test prep, Academic behaviors**

Partner with Vendor/Consultant to support school with developing a high quality school wide curriculum aligned to CCSS and SAT standards with common assessments.	Principal	Jul 1, 2018 to Jun 24, 2019	Not started
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**Attendance plan, Attendance contracts, Attendance rate, Attendance interventions**

Develop a curriculum for seminar classes to ensure all grade levels have access to naviance, Khan Academy, and SEL curriculum.	Administration	Jul 1, 2018 to Sep 1, 2018	Not started
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**Assessment, SEL, Post secondary supports**

Determine how many grades should be entered at the end of quarter for formative, summative and professionalism grades to ensure grading is equitable for all students	Administration	Jul 2, 2018 to Jun 21, 2019	Not started
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**Grades**

Partner with NCS to provide professional development to align TIA assessments with school wide priorities	Administration	Jun 25, 2018 to Aug 31, 2018	Not started
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**Professional development, Post secondary supports, Leadership of departments**

Develop assessment calendar with teacher input. Develop assessment calendar to include 5 week summative assessments, interim assessments, writing assessments, and other opportunities to monitor student academic outcomes.	Administration	May 7, 2018 to Jun 23, 2018	On-Track
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**Assessment design**

Develop calendar for data review and analysis with teachers	ILT	May 7, 2018 to Jun 22, 2018	Not started
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**Data analysis, Data cycle**

Purchase Academic Approach or similar consultant assessment builder	Administration	Jun 1, 2018 to Sep 1, 2018	Not started
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**Assessment tools**

Develop TIA assessment to measure the effectiveness of the TIA	ILT	Apr 30, 2018 to Aug 31, 2018	Not started
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**Assessment design**

Weekly grade book audit and teacher conferences	Administration	Jun 22, 2018 to Jun 21, 2019	Not started
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**Grade book audit**

Purchase online software for school wide summative assessments for CORE subjects.	ILT	Jun 4, 2018 to Sep 28, 2018	Not started
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**Assessment design**

5 week AP assessments to prepare students for the end of the year AP exam	AP Coordinator and Teachers	Jun 4, 2018 to May 31, 2019	Not started
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**Advanced pl**

**Strategy 3**

If we do...

develop teachers capacity to use social emotional strategies daily in class with evidence of a behavior plan

...then we see...

improved relationships and positive culture/ climate between students, teacher and staff

...which leads to...

mutual respect for all within the school community, while decreasing misconducts and assisting students to make better choices while learning positive life skills

Tags:

Safety and order, Social emotional learning, School-wide culture, Student relationship building

Area(s) of focus:

1

Action step

Provide Adult SEL PD

Responsible

SEL coordinator for Network 13

Timeframe

Jul 1, 2018 to Aug 30, 2018

Status

Not started

**Pd**

Integrate SEL curriculum by posting school wide expectations in all classes

Culture and climate team

Aug 27, 2018 to Jun 30, 2020

Not started

**Social and emotional learning**

Teach SEL curriculum to students during seminar class

Culture and Climate Team

Aug 27, 2018 to Jun 24, 2019

Not started

**Culturally relevant programming, Culture and climate, Social and emotional learning, Culturally relevant resources**

Quarterly parent training's to inform parents of our SEL practices	Culture and Climate Team	Jul 9, 2018 to Jun 21, 2019	Not started
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**Parent engagement**

Quarterly Learning Walks to monitor SEL implementation	Culture Team	Jun 22, 2018 to Jun 21, 2019	Not started
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**Learning walks**

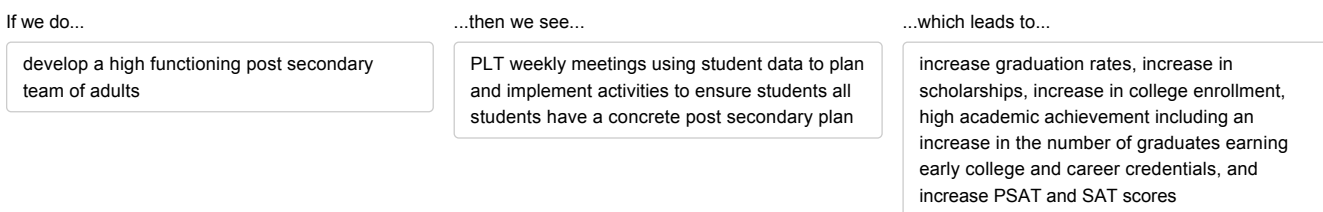
Continue the Shred Hate White Sox program	Culture Team	Jun 11, 2018 to Jun 28, 2019	Not started
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**Self efficacy**

Reward students with Jaguar Buckets to use for school store, game room and other school events	Culture Team	Jun 11, 2018 to Jul 5, 2019	Not started
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**Social emotional support**

**Strategy 4**



Tags:  
Post secondary supports

Area(s) of focus:  
5

Action step	Responsible	Timeframe	Status
The Julian Jaguar Scholars in each grade level meet the first week of school to discuss the benefits of being on the team as well as the expectations/goals for the year - important to get student buy-in from new cohorts or members. After the first week, the Julian Jaguar Scholars in each grade level meet monthly to check-in, learn about upcoming opportunities, and engage in team building activities.	The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.	Jun 22, 2018 to Aug 31, 2018	Not started

**Post secondary outcomes**

Create quarterly incentive activities (i.e. field trips) to celebrate the Julian Jaguar Scholars' successes and encourage them to stay focused on learning.	Counselors; The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.	Sep 1, 2018 to Sep 1, 2018	Not started
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**Post secondary supports**

a cohort consisting of the top 30 - 35 % of the freshmen class each year and call them our Julian Jaguar Scholars - an inclusive team (new members can join as long as they meet the academic criteria ) which stays together for 4 years in HS and follows the Early College and Career Course Pathway.	The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.	Jun 18, 2018 to Aug 31, 2018	Not started
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**Aligned scope and sequence**

Students will use navience during seminar class to research career and schools	Seminar Teacher	Aug 27, 2018 to Jun 21, 2019	Not started
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**Post secondary supports**

PLT will develop concrete plans for each grade level that will include specific learning and field trips to colleges and career opportunities	PLT and Seminar Teachers	Jun 22, 2018 to Jun 21, 2019	Not started
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**Post secondary supports**

College exploration focus for each grade level to expose students to the various types of schools, private, state, HBCU, for-profit, online, and community college.	PLT and seminar teachers	Jun 25, 2018 to Jun 24, 2019	Not started
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**Post secondary supports**

Continue incentives to motivate students to stay on track, half cap ceremony, senior decision day and other milestones through out the school year.	Administration and PLT	Jul 1, 2018 to Aug 31, 2018	Not started
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**Aligned assessments**

Continue partnership with NCS to support the post secondary team	Administration	Jul 1, 2018 to Aug 31, 2018	Not started
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**Post secondary supports**

Continue to use resources from school partners such as Gear-Up, Ada S McKinley, and Metropolitan Services	Administration	Jul 1, 2018 to Aug 31, 2018	Not started
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**Post secondary supports**

Target students based on academic outcomes to start early with post secondary transition plans.	PLT	Jun 18, 2018 to May 31, 2019	Not started
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**Post secondary supports**

Continue to partner with DRS and other consultants to support Diverse Learners post secondary plan	Special Ed Dept	Jun 18, 2018 to Jun 28, 2019	Not started
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**Diverse learning strategies**

**Strategy 5**

If we do...

provide professional development focused on instructional strategies that will train teachers how to develop high quality lessons, rigorous

...then we see...

evidence of academic discourse protocols being used, evidence of students using the language of the discipline, and evidence of

...which leads to...

10-20% increase in PSAT and SAT scores and higher levels of student engagement in class

instruction, design assessments, and use data for instructional purpose

students asking high level questions in all classrooms

Tags:

Discourse, Teacher capacity, Engagement, Assessment data, Academic language

Area(s) of focus:

2, 4

Action step	Responsible	Timeframe	Status
ILT will identify a Kagan consultant to provide PD around discourse and engagement strategies	Brumfield, ILT	select	Not started

#### Professional development

Provide Kagan training every 5 weeks with 3 weeks of safe practice in research based academic discourse strategies that foster critical thinking, use of academic language, and promote high level questioning/thinking	Administration	Jun 18, 2018 to Aug 31, 2018	Not started
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#### Professional development

Develop professional development calendar	Administration	Jun 11, 2018 to Aug 31, 2018	Not started
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#### Professional development

Partner with Network of College Success	Administration	Jun 15, 2018 to Aug 24, 2018	Not started
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#### High quality instruction/professional development

Weekly informal visits using the Network Instructional Tool to provide feedback to teachers.	Administration and ILT	Jun 18, 2018 to Jun 28, 2019	Not started
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#### Instruction strategy

Continue with Academic Discourse and Reading Apprenticeship with quarterly milestones for teachers	Administration and ILT	Jun 11, 2018 to Jun 28, 2019	Not started
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#### Instruction strategy

Use department meetings to use an assessment protocol to ensure daily instructional tasks are rigorous and complex	Administration and Department Chairs	Jun 18, 2018 to Jun 28, 2019	Not started
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#### Department meetings

Revisit school curriculum to improve scope and sequence in core departments aligned to CCSS with horizontal and vertical articulation	Administration and Department Chairs	Jun 11, 2018 to Oct 5, 2018	Not started
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#### Curriculum Design

Development school wide projected based assessments as another means to measure student academic outcomes	Administration and Department Chairs	Jun 11, 2018 to Oct 5, 2018	Not started
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#### Project-based learning

Action Plan

Strategy 1

NOT STARTED

Biweekly audit of IEP completion and compliance with Evaluations and Annual Reviews (SPED)"

Jun 18, 2018 to Jun 18, 2019 - Case Manager and Sped Team

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Referrals to Department of Rehabilitative Services for students with disabilities to assist with post secondary support."

Aug 27, 2018 to Jan 31, 2019 - Opportunity for students with disabilities to earn a degree, certification or job training skills

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Develop Quarterly learning cycle to monitor school TIA"

Jun 22, 2018 to Aug 31, 2018 - ILT

### Status history



NOT STARTED

May 25, 2018

**Evidence**

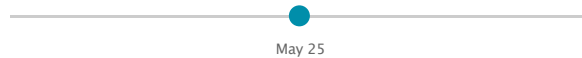
Completed Calendar for the school year.

NOT STARTED

Weekly attendance meetings to monitor student and adult attendance."

Aug 27, 2018 to Jun 14, 2019 - Attendance Team and Admin

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Bi-Weekly AP and Dual Credit Meetings"

Aug 27, 2018 to Jun 28, 2019 - AP Dual Credit Coordinator and Admin

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Bi-Weekly ILT Meetings"

Aug 27, 2018 to Jun 21, 2019 - Administration

### Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Weekly Leadership Team Meetings"

Jun 18, 2018 to Jun 28, 2019 - Principal

## Status history



NOT STARTED

May 25, 2018

**Evidence**

Monitoring reports, agenda, and sign in sheets.

NOT STARTED

Partner with A Knock at Midnight or other consultants to support attendance for Tier 2 and 3 students."

Jun 25, 2018 to Jul 30, 2018 - Principal

## Status history



NOT STARTED

May 25, 2018

**Evidence**

Signed Contract

NOT STARTED

Partner with City Year to provide attendance, behavior, and academic support"

May 07, 2018 to Jul 28, 2018 - Principal

## Status history



NOT STARTED

May 25, 2018

**Evidence**

Signed Contract

NOT STARTED

Continue BHT Team Meetings once a month after school"

Jun 04, 2018 to Jul 02, 2018 - Principal

## Status history



NOT STARTED

May 25, 2018

**Evidence**

BHT Schedule for the school year

NOT STARTED

Develop attendance Incentives for Tier 1 and Tier 2 to motivate students to come to school daily."

Jun 18, 2018 to Aug 24, 2018 - Attendance Team

## Status history



NOT STARTED

May 25, 2018

**Evidence**

Completed Attendance Calendar

**NOT STARTED** Continue the 9th and 10th grade success team to monitor FOT and SOT."  
Jun 25, 2018 to Jun 28, 2019 - Administration

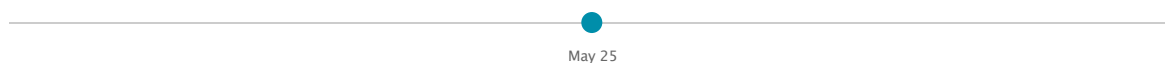
### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Schedule Set-Up

**NOT STARTED**  
Develop attendance plan and activities for competition between grade levels. Plan should include monthly incentives and parent engagement."  
Jun 18, 2018 to Jun 28, 2019 - Attendance Team

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Developed Attendance Plan

**NOT STARTED** Provide academic support for students before and after school or on Saturday in reading and math"  
Aug 20, 2018 to Jun 28, 2019 - Administration

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
A Tutoring Schedule with assigned teachers

**NOT STARTED** Revisit all IEPs to ensure students have the correct academic and social emotional supports, especially for PSAT/SAT."  
Jun 04, 2018 to Jun 28, 2019 - Diverse Learner Department

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
IEPs are aligned to student needs to be successful in school

## Strategy 2

**NOT STARTED**  
Program all students for seminar class to provide coaching and support so that students can set goals using their BAG Reports, PSAT scores, Attendance and other."

Apr 02, 2018 to Sep 28, 2018 - Programmer

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Completion of the master schedule

NOT STARTED

Partner with Vendor/Consultant to support school with developing a high quality school wide curriculum aligned to CCSS and SAT standards with common assessments."

Jul 01, 2018 to Jun 24, 2019 - Principal

## Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Contract signed with PO submitted for services

NOT STARTED

Develop a curriculum for seminar classes to ensure all grade levels have access to navience, Khan Academy, and SEL curriculum."

Jul 01, 2018 to Sep 01, 2018 - Administration

## Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Curriculum for the school year

NOT STARTED

Determine how many grades should be entered at the end of quarter for formative, summative and professionalism grades to ensure grading is equitable for all students"

Jul 02, 2018 to Jun 21, 2019 - Administration

## Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

An agreement with teachers

NOT STARTED

Partner with NCS to provide professional development to align TIA assessments with school wide priorities"

Jun 25, 2018 to Aug 31, 2018 - Administration

## Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Signed contract

ON-TRACK

Develop assessment calendar with teacher input. Develop assessment calendar to include 5 week summative assessments, interim assessments, writing assessments, and other opportunities to monitor student academic outcomes."

May 07, 2018 to Jun 23, 2018 - Administration

## Status history

May 25



**ON-TRACK** May 25, 2018  
**Evidence**  
completed calendar voted for by teachers

**NOT STARTED** Develop calendar for data review and analysis with teachers"  
May 07, 2018 to Jun 22, 2018 - ILT

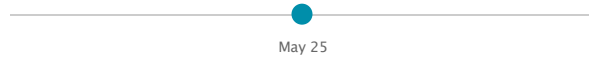
### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
completed data cycle

**NOT STARTED** Purchase Academic Approach or similar consultant assessment builder"  
Jun 01, 2018 to Sep 01, 2018 - Administration

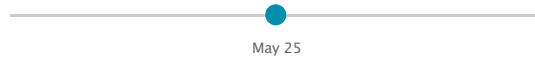
### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
PO of services

**NOT STARTED** Develop TIA assessment to measure the effectiveness of the TIA"  
Apr 30, 2018 to Aug 31, 2018 - ILT

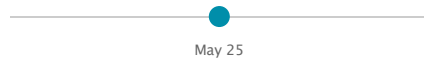
### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Completed Assessment

**NOT STARTED** Weekly grade book audit and teacher conferences"  
Jun 22, 2018 to Jun 21, 2019 - Administration

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Grade Book Audits

**NOT STARTED** Purchase online software for school wide summative assessments for CORE subjects."  
Jun 04, 2018 to Sep 28, 2018 - ILT

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
PO for Software

**NOT STARTED** 5 week AP assessments to prepare students for the end of the year AP exam"  
Jun 04, 2018 to May 31, 2019 - AP Coordinator and Teachers

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Completed Assessments

## Strategy 3

**NOT STARTED** Provide Adult SEL PD"  
Jul 01, 2018 to Aug 30, 2018 - SEL coordinator for Network 13

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Summer PD before school year

**NOT STARTED** Integrate SEL curriculum by posting school wide expectations in all classes"  
Aug 27, 2018 to Jun 30, 2020 - Culture and climate team

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
SEL lessons with assessment attached

**NOT STARTED** Teach SEL curriculum to students during seminar class"  
Aug 27, 2018 to Jun 24, 2019 - Culture and Climate Team

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
SEL Curriculum SEL lessons with assessment attached

**NOT STARTED** Quarterly parent training's to inform parents of our SEL practices"  
Jul 09, 2018 to Jun 21, 2019 - Culture and Climate Team

### Status history



**NOT STARTED** May 25, 2018  
**Evidence**  
Parent Calendar and Signatures from events

NOT STARTED

Quarterly Learning Walks to monitor SEL implementation"

Jun 22, 2018 to Jun 21, 2019 - Culture Team

### Status history



NOT STARTED

May 25, 2018

**Evidence**

SEL Monitoring Tool

NOT STARTED

Continue the Shred Hate White Sox program"

Jun 11, 2018 to Jun 28, 2019 - Culture Team

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Program implementation

NOT STARTED

Reward students with Jaguar Buckets to use for school store, game room and other school events"

Jun 11, 2018 to Jul 05, 2019 - Culture Team

### Status history



NOT STARTED

May 25, 2018

**Evidence**

A system in place to monitor program

## Strategy 4

NOT STARTED

The Julian Jaguar Scholars in each grade level meet the first week of school to discuss the benefits of being on the team as well as the expectations/goals for the year - important to get student buy-in from new cohorts or members. After the first week, the Julian Jaguar Scholars in each grade level meet monthly to check-in, learn about upcoming opportunities, and engage in team building activities."

Jun 22, 2018 to Aug 31, 2018 - The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Students want to be a part of the Julian Jaguar Scholars team.

NOT STARTED

Create quarterly incentive activities (i.e. field trips) to celebrate the Julian Jaguar Scholars' successes and encourage them to stay focused on learning."

Sep 01, 2018 to Sep 01, 2018 - Counselors; The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.

### Status history



NOT STARTED

May 25, 2018

**Evidence**

school wide poster and jaguar bucks

NOT STARTED

a cohort consisting of the top 30 - 35 % of the freshmen class each year and call them our Julian Jaguar Scholars - an inclusive team (new members can join as long as they meet the academic criteria ) which stays together for 4 years in HS and follows the Early College and Career Course Pathway."

Jun 18, 2018 to Aug 31, 2018 - The AP/DC Coordinator. The AP/DC Assistant Coordinator. 1 Pre-AP, AP and/or DC Teacher to lead each grade level cohort.

### Status history



NOT STARTED

May 25, 2018

**Evidence**

AP/Dual Credit

NOT STARTED

Students will use navience during seminar class to research career and schools"

Aug 27, 2018 to Jun 21, 2019 - Seminar Teacher

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Seminar Class on Schedule

NOT STARTED

PLT will develop concrete plans for each grade level that will include specific learning and field trips to colleges and career opportunities"

Jun 22, 2018 to Jun 21, 2019 - PLT and Seminar Teachers

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Post Secondary plan with a focus for each grade level

NOT STARTED

College exploration focus for each grade level to expose students to the various types of schools, private, state, HBCU, for-profit, online, and community college."

Jun 25, 2018 to Jun 24, 2019 - PLT and seminar teachers

### Status history



NOT STARTED

May 25, 2018

**Evidence**

Student participate on college tours

NOT STARTED

Continue incentives to motivate students to stay on track, half cap ceremony, senior decision day and other milestones through out the school year."

Jul 01, 2018 to Aug 31, 2018 - Administration and PLT

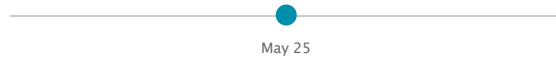
### Status history



NOT STARTED May 25, 2018  
**Evidence**  
PLT Calendar

NOT STARTED Continue partnership with NCS to support the post secondary team"  
Jul 01, 2018 to Aug 31, 2018 - Administration

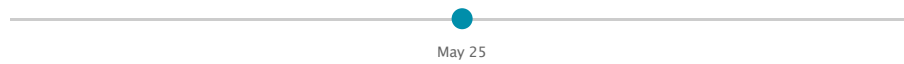
### Status history



NOT STARTED May 25, 2018  
**Evidence**  
NCS Contract

NOT STARTED Continue to use resources from school partners such as Gear-Up, Ada S McKinley, and Metropolitan Services"  
Jul 01, 2018 to Aug 31, 2018 - Administration

### Status history



NOT STARTED May 25, 2018  
**Evidence**  
Partnership Agreement

NOT STARTED Target students based on academic outcomes to start early with post secondary transition plans."  
Jun 18, 2018 to May 31, 2019 - PLT

### Status history



NOT STARTED May 25, 2018  
**Evidence**  
A Target Plan for Cohort of Students

NOT STARTED Continue to partner with DRS and other consultants to support Diverse Learners post secondary plan"  
Jun 18, 2018 to Jun 28, 2019 - Special Ed Dept

### Status history



NOT STARTED May 25, 2018  
**Evidence**  
Completed Plan for Diverse Learners

## Strategy 5

NOT STARTED ILT will identify a Kagan consultant to provide PD around discourse and engagement strategies"  
- Brumfield, ILT

### Status history



NOT STARTED

May 25, 2018

**Evidence**

10% increase in PSAT and SAT composite scores

NOT STARTED

Provide Kagan training every 5 weeks with 3 weeks of safe practice in research based academic discourse strategies that foster critical thinking, use of academic language, and promote high level questioning/thinking"

Jun 18, 2018 to Aug 31, 2018 - Administration

## Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

Professional Development Plan Completed

NOT STARTED

Develop professional development calendar"

Jun 11, 2018 to Aug 31, 2018 - Administration

## Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

Professional Development Plan Completed

NOT STARTED

Partner with Network of College Success"

Jun 15, 2018 to Aug 24, 2018 - Administration

## Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

PO with NCS

NOT STARTED

Weekly informal visits using the Network Instructional Tool to provide feedback to teachers."

Jun 18, 2018 to Jun 28, 2019 - Administration and ILT

## Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

Monitoring Tool

NOT STARTED

Continue with Academic Discourse and Reading Apprenticeship with quarterly milestones for teachers"

Jun 11, 2018 to Jun 28, 2019 - Administration and ILT

## Status history



May 25

NOT STARTED

May 25, 2018

**Evidence**

Instructional Tool to Monitor

NOT STARTED

Use department meetings to use an assessment protocol to ensure daily instructional tasks are rigorous and complex"

Jun 18, 2018 to Jun 28, 2019 - Administration and Department Chairs

### Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Department Meetings

NOT STARTED

Revisit school curriculum to improve scope and sequence in core departments aligned to CCSS with horizontal and vertical articulation"

Jun 11, 2018 to Oct 05, 2018 - Administration and Department Chairs

### Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Revamped Curriculum

NOT STARTED

Development school wide projected based assessments as another means to measure student academic outcomes"

Jun 11, 2018 to Oct 05, 2018 - Administration and Department Chairs

### Status history

May 25

NOT STARTED

May 25, 2018

**Evidence**

Assessments completed

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### 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.

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

The school will hold an annual meeting at a time convenient to parents 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

Julian High School hosts school-wide parent information meetings. NCLB Title I funded school policies are shared. Parents are informed of the school's support of targeted Title I students. Parents are notified of all parent meetings in a timely manner by informational newsletters, website, telephone calls, live calls, school marquee, and blackboard connect automated system. The information includes place, meeting times and dates. Parents receive documentation regarding the School Wide/Title I Targeted Assistance Parental Involvement Policy and School-Parent Compact. The Title 1 Annual Meeting is scheduled for September 18, 2018. The Title 1 PAC Organizational Meeting is scheduled for TBD.

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.

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

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.

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

Schools will provide parents 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.

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

Schools will 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.



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

Schools will 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.

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

Schools will 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.

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

Schools will, 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.

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

Schools will 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.

The Family and Community Engagement Coordinator maintains and publishes our school calendar of events and activities. To the extent possible, we coordinate and align activities and events to increase parent participation and avoid redundancy. Standard formats for meeting agendas have been established for Parent Advisory Council and Local School Council meetings. Simple language and graphics are used to communicate information informing parents of meetings, workshops, ect. Information is sent to parents via students, mail, e-mail, and posted on the website. Although we do not have an ELL population, some information is available in Spanish, as is appropriate.

#### Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

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

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

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

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

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

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

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

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

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

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

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

**Parent Budget**

**Complete**

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

The PAC will provide training for parents to learn math shifts, ELA priorities, and post secondary expectations. This will be accomplished through the monthly PAC meetings.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**  
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-

\$	0	.00
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Instructional pay rate applies.

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53405	<b>Supplies</b> 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.	\$	1500	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1500	.00
54125	<b>Consultants</b> 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)	\$	1000	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	500	.00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
<p>54565</p>	<b>Reimbursements</b> 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.	\$	400	.00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00

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