

Percy L Julian High School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|-----------------------|-------------------------|------------------------|------------|
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Team Meetings

| Date | Participants | Topic |
|------------|----------------------|---|
| 01/21/2020 | LSC Members | Discuss the CIWP Process |
| 01/29/2020 | Fine Arts Teams | Discussed and reviewed the CIWP in regards to the Art Program Request for Next School Year. |
| 02/11/2020 | Grade Level Meetings | How does MTSS work at Julian? What are we doing to address barriers. |

| Date | Participants | Topic |
|-------------|------------------------|---|
| 04/14/2020 | Staff Meeting | How do we address the challenges of Remote Learning? |
| 06/18/2020 | Leadership Meeting | Discussed arts integration in the CIWP |
| 07/21/2020 | Post Secondary Meeting | Planning for post secondary |
| 08/10/2020 | Post Secondary Meeting | How does Post Secondary fit into the CIWP |
| 09/10/2020 | Department Meetings | Each department is responsible for developing a survey to collect data about student experience during remote learning. |
| 10/29/2020 | Title 1 Parent Meeting | Review the CIWP with parents |

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders

- **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 4 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
- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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)

- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 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
- **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 0 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1 |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 2 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 5 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 3 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | 4 |

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 3 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 0 |
| 4 | Quality and Character of School Life: Family & Community Engagement | 0 |
| 4 | Quality and Character of School Life: Relational Trust | 0 |
| 4 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | 0 |

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

| | |
|-------------------------|---|
| Area of Critical Need 1 | School Attendance |
| Root Cause 1 | There is disconnect between school and some students understanding the importance of education and how the school can support their learning needs. How can Julian do a better job addressing attendance concerns at the beginning of the school year? What additional resources can we provide to support students and families? What systems can we establish to monitor and track students more efficiently. |
| Area of Critical Need 2 | Math Attainment and Growth for all students |
| Root Cause 2 | Lack of quality instruction in some classes and curriculum alignment to fill in the missing gaps students need to improve in math. |
| Area of Critical Need 3 | Social Emotional Supports for all Students and Staff |
| Root Cause 3 | The school needs to continue to provide consistent structures to meet the social emotional needs of all students. Resources were implemented too late in the school year which did not allow the school time use all of its resources to address the needs of students. What training can we provide teachers to |

| | |
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| | establish classrooms that are safe for students socially? |
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Vision metrics

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|--------------------------------------|------------------------------------|----------------|----------------|
| <p>Vision: Attendance Rate</p> <p>We chose this metric because attendance is a major issue.</p> | African American | | 85.00 | 87.00 |
| | African American Female | | 85.00 | 87.00 |
| <p>Vision: College Readiness SAT</p> <p>This area will always be a focus for our school. Our goal is to continue to increase the number of students achieving academically.</p> | African American | | 20.00 | 40.00 |
| | African American Male | | 20.00 | 40.00 |
| <p>SQRP: College Persistence Rate</p> <p>We chose this metric because our students have various challenges that impact them staying in school. If we are able to provide support to assist students, we may be able to increase the number of students staying in college.</p> | African American Male | | 50.00 | 60.00 |
| | African American | | 50.00 | 60.00 |
| <p>Vision: College Enrollment</p> <p>We chose this metric because there is a disconnect between the number of students accepted to college versus the number of students attending college.</p> | African American Male | | 70.00 | 80.00 |
| | African American Female | | 70.00 | 80.00 |
| <p>SQRP: SAT Annual Growth Percentile-Math</p> <p>We also chose this metric because our math scores have flatlined over the past few years. We are not seeing an increase in the number of students meeting benchmark.</p> | African American | | 50.00 | 60.00 |
| | Overall | | 50.00 | 60.00 |

Required metrics (Highschool) (100% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|------------------|------------------|----------------|----------------|----------------|
| My Voice, My School 5 Essentials Survey Our expectation is the achieve Very Organized | | | | 5.00 | 5.00 |

Custom metrics (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--|------------------|------------------|----------------|----------------|----------------|
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Strategies

Strategy 1

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|--------------------|---|
| If we do... | improve the quality of instruction in the classroom by providing teachers the resources to rigorous curriculum |
| Then we see... | classrooms that are organized with a scope and sequence aligned to SAT domains and dimensions with real time data for teachers to provide tier 2 supports for students |
| which leads to... | students grasping concepts and understanding skills to approach the SAT with confidence which should lead to an increase from 2% meeting benchmark to 30% in one school year in Math and increase in reading from 16% to 50% meeting benchmark on the PSAT and SAT. |
| Budget Description | Julian will need to purchase the Edmentum software and provide professional development for teachers on how to use the program effectively. |
| Tags | Curriculum |
| Action steps | <ul style="list-style-type: none"> (Not started) Purchase Edmentum Program to support classroom instruction. Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Curriculum (Not started) Provide Professional Development on Small Group Instruction and Personalized Learning over the summer Tags:MTSS: Curriculum & Instruction (Not started) Establish PLJ University for teachers; Monthly PD meetings for rigorous and engaging tasks aligned to PSAT and SAT standards |

Tags:Curriculum

- (Not started) Continue bi-weekly IST meetings to analyze daily instruction, lesson plans, students' work and provide feedback to teachers while implementing monthly instructional rounds

Tags:Curriculum

- (Not started) Continue weekly GLT meetings to analyze students BAG reports, instructional strategies, and school wide policies/procedures

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Continue Department meetings to analyze curriculum, lesson plans and PSAT/SAT data. We will continue to share instructional strategies, review student work and provide constructive feedback to colleagues in order to improve daily instruction.

Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Attend PD with NCS to improve Freshmen on Track, Adult Leadership and Post-Secondary

Tags:Leadership for Continuous Improvement

- (Not started) Conduct weekly informal and formal observations to improve T.I.A of critical thinking and powerful practices; academic discourse, active reading and writing to learn

Tags:Instruction

- (Not started) Create Arts Leadership Team comprised of all fine arts and arts-related CTE teachers and least one representative from each academic department. This team will be responsible for arts integration implementation and professional development, as well as building capacity in their respective departments and grade levels, ensuring future sustainability.

Tags:Arts Education: Authentic Arts Integration

- (Not started) Continue to utilize quarterly SAT-aligned assessments through Academic Approach in core classes and use item analysis data to drive instructional planning across disciplines/grade levels.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

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| | <ul style="list-style-type: none"> (Not started) Continue implementing academic MTSS for DL students to ensure educational goals are achieved <p>Tags:MTSS: Curriculum & Instruction</p> |
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Strategy 2

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| If we do... | develop a post secondary framework with intentional planning to provide wrap around supports for post secondary metrics |
| Then we see... | school wide structures in place that begin college planning during 9th grade |
| which leads to... | improved graduation rates from 77% to 100%; increase in early college attainment from 32% to 70%; increase in persistence from 47% to 80% |
| Budget Description | Julian will be receiving the Crown Post Secondary Grant which will allow us to provide additional resources to supports students. |
| Tags | Transitions, College & Career Access, & Persistence |
| Action steps | <ul style="list-style-type: none"> (Not started) Establish weekly meetings with the Post Secondary Team to review, analyze, and address school wide data. The team will plan and discuss strategies to support college and career data, successes, and challenges. Members of the PLT attend quarterly post-secondary/counseling district meetings, monthly network 16 post-secondary meetings, monthly CTE meetings, monthly NCS college/coach meetings as well as FAFSA, Naviance, and training offered by local partners. <p>Tags:Transitions, College & Career Access, & Persistence</p> <ul style="list-style-type: none"> (Not started) Appoint a College and Career specialist to meet with stakeholders such as local business partners, workforce development teams, and post-secondary institutions and provide updates to the PLT team to ensure that Julian remains knowledgeable about the changes in the industry. In addition, this person will assist and leverage our goal in establishing productive relationships to ensure support is garnered from district, network and key postsecondary partnerships. The specialist tracks post-secondary data through tracking tools to ensure that schools reach district set metrics. <p>Tags:Transitions, College & Career Access, & Persistence</p> <ul style="list-style-type: none"> (Not started) Provide early college and career exposure for all grade levels through college visits to a variety of institutions throughout the country. Freshmen will visit public colleges/universities; Sophomores will visit private colleges/universities; Juniors will visit HBCU's, and Seniors will have an opportunity revisit schools that peaked their interest previously. In addition, we will provide non-collegiate pathway exposure for those not interested in college. <p>Tags:Transitions, College & Career Access, & Persistence</p> |

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| | <ul style="list-style-type: none"> (Not started) Establish an Academic Excellence Fund to improve the academic preparedness of students and the capacity of Julian to provide Early College Credit opportunities by: 1) Paying for teachers to attain the necessary credentials to teach Dual Credit Courses 2) Paying City Colleges professors to teach Dual Enrollment courses at Julian during the school year and over the summer 3) Paying for transportation for students to attend Dual Enrollment classes 4) Cover the cost of Dual Enrollment tuition that CPS does not subsidize <p>Tags:Transitions, College & Career Access, & Persistence</p> <ul style="list-style-type: none"> (Not started) Establish a Post-secondary Enrichment Fund to ensure there are no gaps in Julian's ability to provide students consistent exposure to post-secondary opportunities by funding summer enrichment programs and partnerships with major Chicago businesses to create year-round internship opportunities for Julian students. <p>Tags:OSCPA: College and Career Readiness</p> |
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Strategy 3

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| If we do... | create a school that develops and implements MTSS with fidelity |
| Then we see... | a school that has systems and structures in place to meet the academic and social emotional needs of students |
| which leads to... | a positive, wholistic educational environment where students can thrive to be the best they can be and reduce level 1 to 3 SCC violations. |
| Budget Description | Continue the supports from the Chicago Student Success Initiative. |
| Tags | MTSS: Fidelity of Implementation |
| Action steps | <ul style="list-style-type: none"> (Not started) Implement weekly school-wide SEL lessons into all non-core classes focusing on a different core value weekly <p>Tags:MTSS</p> <ul style="list-style-type: none"> (Not started) Pair incoming freshmen and current students with attendance rates below 85% with a social emotional specialist and behavior health team member in the summer <p>Tags:OSSE: Attendance & Truancy</p> <ul style="list-style-type: none"> (Not started) Initiate a 'peer helper' or 'buddy' system in which older students with good attendance assist younger students on a weekly basis <p>Tags:OSSE: Attendance & Truancy</p> |

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| | <ul style="list-style-type: none"> • (Not started) Provide wall-to-wall mentoring for our ?vulnerable? or ?at-risk? students to address socioemotional development. Our wall-to-wall mentoring initiative would: 1) Fund Freshman Connection and convert it to a paid After School Matters program to encourage student participation 2) Ensure every student is enrolled in a Seminar course 3) Fund a school-wide gender-based mentoring initiative <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Continue Biweekly Culture and Climate meetings to examine school-wide policies, re-entry procedures, analyze MTSS structures to support instruction, establish incentives calendar to reinforce positive behaviors, review restorative practices and implement SEL Lessons <p>Tags:MTSS, MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Continue monthly meetings with SVC to create, implement and monitor MTSS <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Continue student peer jury, peace circles, restorative groups/chats for all SCC infractions <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> • (Not started) Culture and climate lead attends district and network PD for MTSS and discipline to improve school-wide policies/procedures <p>Tags:MTSS: Fidelity of Implementation</p> |
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Action Plan

Strategy 1

Purchase Edmentum Program to support classroom instruction.

Jun 30, 2020 to Jun 30, 2022 - Administration

Provide Professional Development on Small Group Instruction and Personalized Learning over the summer

Jul 01, 2020 to Jun 30, 2022 - Administration

Establish PLJ University for teachers; Monthly PD meetings for rigorous and engaging tasks aligned to PSAT and SAT standards

Jul 01, 2020 to Jun 30, 2022 - Edmentum and Administration

Continue bi-weekly IST meetings to analyze daily instruction, lesson plans, students' work and provide feedback to teachers while implementing monthly instructional rounds

Sep 01, 2020 to Jun 30, 2022 - Administration

Continue weekly GLT meetings to analyze students BAG reports, instructional strategies, and school wide policies/procedures

Sep 01, 2020 to Jun 30, 2022 - Administration

Continue Department meetings to analyze curriculum, lesson plans and PSAT/SAT data. We will continue to share instructional strategies, review student work and provide constructive feedback to colleagues in order to improve daily instruction.

Sep 01, 2020 to Jun 30, 2022 - Department Chair

Attend PD with NCS to improve Freshmen on Track, Adult Leadership and Post-Secondary

Jun 30, 2020 to Jun 30, 2022 - NCS

Conduct weekly informal and formal observations to improve T.I.A of critical thinking and powerful practices; academic discourse, active reading and writing to learn

Sep 15, 2020 to Jun 30, 2022 - Administration

Create Arts Leadership Team comprised of all fine arts and arts-related CTE teachers and least one representative from each academic department. This team will be responsible for arts integration implementation and professional development, as well as building capacity in their respective departments and grade levels, ensuring future sustainability.

Jun 30, 2020 to Jun 30, 2022 - Administration and Arts Coordinator

Continue to utilize quarterly SAT-aligned assessments through Academic Approach in core classes and use item analysis data to drive instructional planning across disciplines/grade levels.

Aug 24, 2020 to Jun 30, 2022 - Administration and Test Coordinator

Continue implementing academic MTSS for DL students to ensure educational goals are achieved

Aug 24, 2020 to Jun 30, 2022 - Case Manager and DL Teachers

Strategy 2

Establish weekly meetings with the Post Secondary Team to review, analyze, and address school wide data. The team will plan and discuss strategies to support college and career data, successes, and challenges. Members of the PLT attend quarterly post-secondary/counseling district meetings, monthly network 16 post-secondary meetings, monthly CTE meetings, monthly NCS college/coach meetings as well as FAFSA, Naviance, and training offered by local partners.

Jun 01, 2020 to Jun 30, 2022 - Lead Counselor

Appoint a College and Career specialist to meet with stakeholders such as local business partners, workforce development teams, and post-secondary institutions and provide updates to the PLT team to ensure that Julian remains knowledgeable about the changes in the industry. In addition, this person will assist and leverage our goal in establishing productive relationships to ensure support is garnered from district, network and key postsecondary partnerships. The specialist tracks post-secondary data through tracking tools to ensure that schools reach district set metrics.

Jul 01, 2020 to Jun 30, 2022 - Administration and College and Career Specialist

Provide early college and career exposure for all grade levels through college visits to a variety of institutions throughout the country. Freshmen will visit public colleges/universities; Sophomores will visit private colleges/universities; Juniors will visit HBCU's, and Seniors will have an opportunity revisit schools that peaked their interest previously. In addition, we will provide non-collegiate pathway exposure for those not interested in college.

Jul 01, 2020 to Jun 30, 2022 - Post-Secondary Team

Establish an Academic Excellence Fund to improve the academic preparedness of students and the capacity of Julian to provide Early College Credit opportunities by: 1) Paying for teachers to attain the necessary credentials to teach Dual Credit Courses 2) Paying City Colleges professors to teach Dual Enrollment courses at Julian during the school year and over the summer 3) Paying for transportation for students to attend Dual Enrollment classes 4) Cover the cost of Dual Enrollment tuition that CPS does not subsidize

Jul 01, 2020 to Jun 30, 2022 - Administration

Establish a Post-secondary Enrichment Fund to ensure there are no gaps in Julian's ability to provide students consistent exposure to post-secondary opportunities by funding summer enrichment programs and partnerships with major Chicago businesses to create year-round internship opportunities for Julian students.

Jul 01, 2020 to Jun 30, 2022 - Administration and PLT

Strategy 3

Implement weekly school-wide SEL lessons into all non-core classes focusing on a different core value weekly

Aug 24, 2020 to Jun 30, 2022 - Culture and Climate Team

Pair incoming freshmen and current students with attendance rates below 85% with a social emotional specialist and behavior health team member in the summer

Jul 01, 2020 to Jun 30, 2022 - Attendance Team

Initiate a "peer helper" or "buddy" system in which older students with good attendance assist younger students on a weekly basis

Aug 24, 2020 to Jun 30, 2022 - Attendance Team

Provide wall-to-wall mentoring for our vulnerable or at-risk students to address socioemotional development. Our wall-to-wall mentoring initiative would: 1) Fund Freshman Connection and convert it to a paid After School Matters program to encourage student participation 2) Ensure every student is enrolled in a Seminar course 3) Fund a school-wide gender-based mentoring initiative

Jul 01, 2020 to Jun 30, 2022 - Administration and BHT

Continue Biweekly Culture and Climate meetings to examine school-wide policies, re-entry procedures, analyze MTSS structures to support instruction, establish incentives calendar to reinforce positive behaviors, review restorative practices and implement SEL Lessons

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate Lead

Continue monthly meetings with SVC to create, implement and monitor MTSS

Sep 01, 2020 to Jun 30, 2022 - Administration and SVC

Continue student peer jury, peace circles, restorative groups/chats for all SCC infractions

Sep 01, 2020 to Jun 30, 2022 - Culture and Climate Lead

Culture and climate lead attends district and network PD for MTSS and discipline to improve school-wide policies/procedures

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate Lead

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Julian recently underwent accreditation by AdvancEd. AdvancEd completes a needs assessment of the entire school based on various metrics. They spend a week observing classroom instruction, meeting with focus groups such as parents, teachers and students, and data deep dives. The district also monitors student achievement using the SQRP. 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.

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

At Julian we use a variety of strategies to provide opportunities for all students to meet proficient and advanced levels. Students are allowed to retake course content assessments until they meet proficiency. Students in their Junior year are allowed to test for dual credit course work. Students who achieve mastery in core subjects are allowed to advance to Advanced Placement courses. 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.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

At Julian, our goal is to develop students to become critical thinkers. To accomplish this objective we use three powerful instructional strategies: Close Read, Writing to Learn, and Academic Discourse. These powerful practices are researched based and can be used across all course content. 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.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

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

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

Julian uses different networks to attract high quality talent in addition to the CPS talent office. We post jobs on indeed and other outside domains. We post employment opportunities using social media. We participate in career fairs held by the district and other community organizations. We also participate and have developed strong partnerships with the community.

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

We provide high quality professional development for all staff. Professional developments are researched based to improve school outcomes. The first of many professional developments include district wide professional development for teachers to develop course content. Every quarter teacher in core subjects participate in district lead professional development. Julian has also used different vendors to provide professional development such as Collegeboard, Network for College Success, and Academic Approach. The Network for College Success provide an wholistic approach which includes professional development and ongoing coaching for teachers, counselors, and administration.

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

Julian uses many different strategies to increase parental involvement. The strategies are: grade level parent meetings, quarterly principal breakfast, monthly LSC meetings, monthly PAC meetings, individual parent conferences, Saturday event, and other. Parents are invited to the State of the School Address and the Annual Parent Orientation meetings. We also have course content parent night. Parents are invited to learn more about the school curriculum and expectations. 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.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

N/A

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Julian has an Instructional Leadership Team, PPLC, PPC, PAC, and LSC to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. In addition, according to the CTU contract, the union and CPS have an agreement which teachers vote every year on the academic assessment and school bell schedule. 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.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Julian uses Multi-Tier Systems of Supports to ensure students are receiving additional tier 2 or 3 supports if they are not meeting academic expectations. Julian gives quarterly assessments to monitor student outcomes. Students not meeting expectations are provided tutoring during and after school. Students receive their BAG reports every three weeks which includes their grades, test scores, attendance, number of credits earned, and other pertinent information. Students are able to reflect on their academics, develop goals, and monitor outcomes. During report card pick-up, students and parents are able to speak with teachers individually to discuss academic performance. 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.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Julian has a CTE program which includes the following courses: Medical, Radio TV, Business, Digital Media, and gaming. These programs are vocational and technical education. They prepare students to be career or college ready. In addition, Julian has several partnerships with community organizations to provide supplemental programs such as violence prevention, housing through the STLS, and social emotional counseling. Julian participates in the Choose to Change Initiative which is a program that provides additional tier 2 and 3 supports for students.

ESSA Targeted Assistance Program

Parent Involvement 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 2020. The Title 1 PAC Organizational Meeting is scheduled for October 2020.

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.

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 or seminar classes.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

Schools will assist parents of participating 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.

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.

This is not applicable to high schools.

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.

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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

All are checked.

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, during 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 seminar classes. Every 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. Teachers facilitate success planning sessions with students.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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, ELA, SAT, 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, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$0.00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$932.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$800.00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$500.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$200.00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$0.00 |

| | | |
|--------------|--|----------|
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$200.00 |
| 53510 | Postage Must be used for parent and family engagement programs only. | \$0.00 |
| 53306 | Software Must be educational and for parent use only. | \$0.00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$0.00 |