Chicago Vocational Career Academy High School (/school-plans/508) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/08/2016	t	t

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Our CIWP is our guiding force for targets. We use our CIWP goals and targets during every leadership team meeting. The CIWP has our identified strategies and are used to support our efforts to reach school and grade level goals. Student data is used during department meetings, course team and grade level team meetings to improve student achievement.

Grade level targets are derived from student assessment scores, aligned to EPAS assessments and monitored bi-weekly with teacher reporting and student scores. All work together to support the CIWP and in turn support teacher planning, teaching and assessment implementation. All of which, work together to support student achievement.

We have designed teacher and staff incentive to make room for team members to obtain and become a part of the leadership team. Teachers who demonstrate excellence in teaching based on their REACH observations, student feedback and student assessment scores and pass rate, are afforded several opportunities to lead teacher trainings, attend off campus professional developments, design and lead programs and those that demonstrate consistent success are asked to join our teacher leadership and in house coaching team.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

All ILT meetings begin with updates regarding the implementation of school programs, initiatives, and strategies. School wide data is monitored on a variety of levels: Classroom teachers, course team, grade level and ILT meetings. The data is first assessed by the ILT as it comprises teachers and school leaders from all domains that are integral to maintaining high student achievement. The ILT assesses school wide data and mandates strategies and/or initiatives to provide solutions to rectify shortcomings in school data. All stakeholders in the ILT take the data and mandates to each of their departments and teams to use to drive instruction, adapt, adjust and modify as needed. Instructional teams meet either weekly, bi-weekly and monthly to determine improvements, strengths and weaknesses. The instructional cycle includes: power teaching, common assessments, review of data, re-teach and re-assessment. Grade level meetings are conducted every five weeks using student attendance, performance and behavior data identifying "at risk" students referencing student achievement.

The ILT is composed of teachers or staff representatives from all content areas, specialty programs, and related services. Data shared at each ILT meeting, two times per month, focuses around Attendance, Performance and Behavior (APB). Year to date attendance is disaggregated by grade level and by period, as the ILT looks for trends and causes of attendance decline. Performance data is displayed as course failure rates as well as student achievement on Benchmark assessments, disaggregated by course, teacher and the Diverse Learners priority student group. The ILT examines trends within course teams and by teacher, looking to identify teachers who may need instructional support. Behavior data (number of misconducts) is disaggregated by grade level and assists the ILT In revising school discipline policies.

Data shared in the ILT is shared by the teacher leaders on the ILT with their departments. In department meetings, teacher leaders analyze the data with their teams and create solutions to address areas of concern that impact student learning while also sharing best practices that resulted in demonstrated student mastery. Because teachers are regularly updated by members of the ILT, 95% report that leaderships' expectation for meeting instructional goals is clear. Additionally, a member of the ILT shares the data with the LSC once per month in order to keep parent and community stakeholders abreast of the APB progress being made.

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

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 **2** 3 4

CVCA has an in-house coaching team that has created a professional learning series encompassing the areas of instructional improvement resulting from formal and informal evaluations carried out by the admin team, FLEX PDs, after-school PDs (these are self-selected by teachers or assigned by admin). A Google classroom has been created for a consistent update of strategies from the coaching team and for teachers to ask for support around specific parts of their instruction. Our school uses the structure of APB (Attendance, Performance and Behavior)Our data is used in all meetings around our APB process as a way to determine mastery, evidence of growth and areas of improvement).

In addition to our existing PD sessions, we have increased our teacher involvement in the design and implementation of our in house PD sessions. Lead teachers identify topics of need and interest. Administration approves topics and lead teachers design the PD sessions. Teachers are required to attend FLEX Days once per month and these days are teacher led and teacher driven. We believe this has resulted in 82% of our staff believing that our PD's offer opportunities for working with their colleagues, and 84% of our staff believing that PD's are connected to CVCA's improvement plan.

As a whole school STEM school, our teachers are expected to attend 1 STEM related PD per quarter. These PD sessions occur during the Course team meetings, whole department meetings, after-school PD sessions or out of school PD sessions. These sessions have been well attended and have shown a 20% improvement of teacher attendance and participation.

We have 7 teachers on a REACH PDP plan and we have approximately 1-2 teachers per course team in need of improvement with their consistency and exceptional effort around their implementation.

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

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

> The hiring of new teachers is done by the administration in conjunction with department chairs, to offer a content specific perspective. On a regular basis, both an administrator and the department chair are present at both the interview and the follow - up classroom lesson demonstration. Administrators check references in order to gain insight into a potential new hire's performance at their previous school.
>
> The school day is comprised of 7 instructional periods and 1 lunch period for students in order to maximize instructional time. In order to improve teacher communication and planning, departments have common planning periods and a majority of teachers within the same grade level also have a common planning period. Teachers partake in weekly department and course team meetings and monthly grade level meetings.
>
> The teacher retention rate is 97% over the last 4 years. This is due to the ability of teachers to voice a preference to what classes they teach to the administration and the administration attempting to honor their requests. Additionally, the administration consistently ensures that teachers are adequately equipped with the necessary resources (including technology) to effectively teach their content area. Administration has also created a system of teacher growth and leadership within the school structure by allowing teachers who demonstration leadership potential to fill roles such as data strategist, teacher coach, STEM Integration Specialist, grade level anchors and department chairs. According to the 5essentials data, 78% of teachers feel that curriculum, instruction and learning materials are well coordinated across all four grade levels. Overall, our program coherence is rated Strong and is above the CPS average.
>
> Partnership with outside agencies and community organizations is strong. We currently partner with the following organizations: Motorola, Coca-Cola, Verizon, Junior Achievement, Lumnity, After-School Matters, BAM, WOW, HRDI, True Life, FORUM, CVS Alumni Association, Roseland Hospital, University of Chicago, Trinity Hospital, Southeast Calumet Heights Homeowners Association, 21st Century, and Future Founders. These organizations provide career readiness training, medical training, clinical services, internships, technical skills and strategies for our students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

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

-Course teams spend time in summer and BOY Professional Development to unpack standards in order to outline necessary skills and remediation for learning according to the current needs of students. Year long curriculum maps were created to vertically and horizontally align skills and content, as well as to align with the CPS Frameworks in the four core subjects. Common benchmark assessments to measure student attainment and progress were created and are given every 5 weeks, data is analyzed at department specific PM sessions, and plans for improvement are made. These documents are revised as needed during each quarter and revisited at the end of each semester.

-Five Essentials data reveals that 82% of students report a very strong level of academic press, which is higher than the district average of 75% and the similar school average of 66%.

-Administration uses Staff Development, Professional Development and teacher Flex days to strengthen areas targeted for improvement, such as Social Emotional Learning strategies, The Framework for Teaching (especially domains 3a, 3c, 1a, and 1d), and collaborative discussions to improve cross curricular connections to improve student outcomes. Our recent addition to using Gradebook as a resource for improving teacher practice is evidence of our commitment to growth and continued improvement

-Students are given opportunities to extend their learning through real-world applications. CVCA has partnerships with Motorola, The Goodman Theater, The Chicago Shakespeare Theater, The Intuit Art Museum, and Trinity Hospital, among other, affording our students a variety of field based experiences. Additionally, our diverse learners participate in Special Olympics and Best Buddies programs.

-SQRP data shows an increase in the core pass rate, freshmen on track, sophomore on track, and the whole school on track rate. Additionally, 65 students are granted the opportunity to take Dual Enrollment classes, up from 57 in SY15.

-All core departments are aligned to CCSS and NGSS with a focus on writing to learn as our school's targeted instructional area, and every student completes an inter-disciplinary research paper aligned to the grade level writing standards. ELA courses include the Classics and contemporary readings, along with thematically linked non fiction, along with Grammar skills. CCSS and CRS skills are used to align curriculum. With the introduction of the 7 Habits of Highly Effective Readers this year, we have seen evidence of growth as we continue to monitor our FOT rate, which, at the end of semester 1, was documented in Impact as 92.8% and we have noted a steady climb in our SOT rate which was documented at 93.8% at the end of semester 1. Our trajectory for growth is on an increase and we continue to improve in our efforts.

-Math curriculum is aligned to the CCSS standards for the individual courses that are offered in order to prepare students for post-secondary math and career classes. The Algebra 1 focus is on functions including linear, quadratic, and exponential. The Algebra 2 focus is on higher order functions including quadratic, exponential and an introduction to polynomials. The Geometry focus is on the entire scope of the geometry standards and performance tasks from CCSS.

-Each department assesses the scope and sequence of the standards according to the CCSS and NGSS (for science); standards are grouped into units; assessments are created to authentically assess the standards set out by the unit (this includes both formative and summative assessments); lesson plans are created using a backwards mapping method. These tasks are carried out by individual departments and course teams within those departments

--Department chairs submit all planning docs to the coaching and administrative team for approval. Lesson plans are submitted weekly and unit plans every five weeks according to our instructional cycle; however, Teachers scoring Proficient or Above are allowed to turn lesson plans in bi-weekly.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.

- - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

Teacher professional development has included sessions on how to effectively use Google Classroom and Google Apps. Most teachers in the building use Google Apps for Education to enhance instruction and increase student learning, and have attended district wide events such as Tech Talk and Googlepalooza. Furthermore, teacher resources are hyperlinked into curriculum documents.

-Training is provided on how to use available library resources, such as databases, multimedia software (Adobe, iMovie, etc), and ebooks. Students are trained to use "just-in-time supports," such as audio versions of text, on screen highlighting tools, and hyperlinked glossaries.

-Students are allowed to demonstrate knowledge through a variety of means, such as traditional written forms, PowerPoint presentations, and a variety of visual and digital formats. This addresses the needs of the whole child.

-The SQRP shows consistent improvement in on track and core pass rates. Advanced students are given the opportunity to take Dual Enrollment courses, while students deficient in credits are afforded the opportunity to recover through online classes.

-ELA teachers use a blended mix of print genres and multimedia texts that are thematically grouped and based on student interest. Turnitin.com licences for all students were purchased this year to facillitate improvement in research based writing and ethical uses of information and ideas.

-The Library was given additional funds to replenish reading material to meet the interests of students and provide teachers with a greater range of teaching resources. Additionally, a writing lab was created and staffed to meet the needs of struggling students.

-Teachers have access to 7 computer carts, 5 IPad carts, and 5 computer labs, which are used by teachers on a daily basis to incorporate technology into their lessons to help students build digital literacy and 21st Century skills, and broaden their exposure to a variety of resources and viewpoints. Teachers also utilize LCD Projectors, ELMOs, and Mobis to address all modalities and differentiate learning, which leads to greater student engagement and achievement. Diverse Learner Teachers use text to talk technology (co-writer) and other assistive technologies.

We have inadequate support with our needs for our whole school STEM, our labs are not fully equipped as noted in our original scope of work with the STEM office and CPS. The CPS curriculum for IT has not been fully developed and the district is working to improve and differentiate the instructional supports and materials for all STEM schools.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

1 **2** 3 4

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)

Administration has designed a grading system in which standards-based Benchmark Assessments, given twice per quarter, and carry a weight of 40% of a student's grade in core courses. The weight that these assessments carry convey to students the importance of mastering key skills and the necessity of attendance and engagement everyday in order to succeed. From 2014 to 2015, our rating of academic press increased 22 points, which placed CVCA in the overall rating of very strong for this sub - category.

All students are provided opportunities to retake benchmark assessments in order to demonstrate growth and prove mastery after rounds of reteaching occur. This cycle of teaching, assessing, reteaching, and reassessing allows students a chance to address critiques and make revisions, while extrinsically rewarding their perseverance via improved grades. In fact, Five Essentials data indicates that 78% of students report revising writing in response to teacher comments once or twice a month, while a majority report doing so weekly.

Attendance, performance, and behavior metrics (APB) are analyzed with students at monthly grade level meetings led by the counseling staff and administration. This emphasis on attendance and engagement has paid off; from the time the principal was appointed in 2012 to the present, student attendance has improved 8.9% from 80.4% to 89.3% in the fall semester.

93% of students report via the Five Essentials survey that teachers expect everyone to work hard. Likewise, 94% of students report that teachers expect them individually to do their best work.

According to Five Essentials data, 59% of students report using literary tools to interpret meaning every week. This reflects the school-wide push for skill mastery rather than rote memorization of obscure vocabulary.
CVCA has implemented an adapted version of the MELCon writing framework across the curriculum. This system requires students to use and analyze text-based evidence to support written arguments. All TELCon writing is graded on rubrics common to the grade level that do not award credit for opinion-based evidence.

All benchmark assessments given in English and social science classes include non-fiction reading passages followed by Common Core and College and Career Readiness-aligned tasks. All English benchmarks and 50% of social science benchmarks also include writing tasks graded on rubrics common to the grade level team. Our writing focuses on the TELcon format for research writing helps with our consistent approach to literacy trends and improved writing across the curriculum. In addition and all core teachers support the TELcon process. Our school wide use of the Gradual Release model and our introduction of the 7 habits of highly effective readers has shown results in our improved FOT rate of 93.8% and our steady climb in our SOT rate of 92.8% to date.

Grade level teams created PBL tasks that require students to create cross-curricular projects. To do so, students integrated content and writing from all core classes into one cohesive real world artifact.

The Math department has created a vertical alignment guide that aligns CCSS throughout the three required math courses, with each course reteaching key foundation skills from the prior course and having a definitive set of skills that must be mastered for completion. Benchmark assessments in the math courses reflect questions that span the DOK rubric, asking for conceptual understanding, procedural fluency and understanding. Prior to being given, all Benchmark Assessments are reviewed within the Math Department for inclusion of the three levels of rigor. Additionally, within each course, students are asked to collaborate on a task specifically aligned to DOK levels 3 and 4, applying their mathematical reasoning skills to a real - world application. According to the Five Essentials Data, 80% of students agree or strongly agree that they "learn a lot" in Math class.

In CTE and STEM, students are asked to present projects to career professionals at least one time per year. STEM students engage in a project around developing technology for emergency first responders at the sophomore level, then continue to develop this project throughout their junior and senior year.

Students in science and social science regularly present projects to real audiences at school and district fairs. A school wide science fair is held in December and a Black History Fair is held in February. As a result of their participation, eight students submitted three projects to the Chicago Metro History Fair and three students are gearing up to send a social justice project to the Action Civics Fair in May.

Students have opportunities to present their work to their classmates. With the assistance of a collaboration grant from the Intuit Art Galleries, the dual credit 2D design class and dual credit social science classes designed and presented projects to each other. Top projects then moved on to the schoolwide history fair, the Chicago Metro History Fair and an exhibition at the Intuit Gallery.

Guide for Rigorous Student Tasks

- Begin with the belief that all students can learn. (see *Culture for Learning*)
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

When students are enrolled they receive a full transcript review and an academic plan. The student then become part of the grade-level counselor's caseload. Progress is monitored at various grading periods (monthly watchlists, mid-term progress, report card, semester mark) to access Attendance, Performance, and Behavior.

We provide various programs as and interventions to help students transition from 8th Grade to High School
HSI Day - Students are able to spend time in each or our CTE labs, participate in a mock classroom, team building activities, learn the history and culture of the school, ask questions of a student panel, meet with teams, coaches and club sponsors, and sign up for extra-curricular activities. This helps to demystify the transition to high school and provides direct exposure the building, the students, the teachers, the classes, and to programs of interest.

Freshman Connection Program - Our freshman connection program provides enrichment in Reading and Math, Study Skills, Goal Setting and Self Awareness. We also initiate incoming freshmen into our College-Going culture by taking students on their first CVCA College Visit. In the past we have visited Kentucky State University, Loyola, UIC, Notre Dame, and University of Chicago - just to name a few. Students have reported that Freshman Connection helped them to transition to high school. 75% of students who attended Freshman Connection were selected Honors Level classes. 82% of Freshman Connection students are engaged extracurricular
Freshman Orientation - Students and families get acclimated to the culture and practices at CVCA through our Freshman Orientation Program. Students and parents learn about our policies, hear from student leaders and a recent graduate. They learn about our CTE Programs, our teams and clubs, and sign up for Freshman Connection and HSI Day. Parents report a 98% satisfaction rating (4 or 5 on a post-activity survey) and say that the information.
Our Freshman Connection program provides a robust and substantial introduction to High School in its 6 week structure, Awareness

All 9th grade student have an opportunity to choose three of our CTE programs to preview in an effort to help them select one that suits their interest and future goals, all 9th & 11th grade students complete the Interest Inventory and classroom guidance lesson geared to help them identify their interests, skills and values with respect to careers.
Students are exposed to industry specific career paths through their CTE Major, When planning college tours we highlight a specific programs (ex. SIUC - Engineering, ISU - Business, GSU - Physical Therapy, Media, Kennedy-King - HVAC, Culinary, Radio/TV, etc.) where students get detailed information on career paths, educational requirements, salaries, etc.

At 3rd Quarter Report Card Pick-Up we invite community partners for Financial Aid, One Summer Chicago, Medical/Dental screenings, College and University Partners,
Internship opportunities
We invite military personnel to visit and connect with our students and provide several opportunities during each school year to visit classes, speak with students and give our students honest information to make informed decisions about post secondary and transitional decisions.

Guide for Transitions, College & Career Access & Persistence

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

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

Five essentials data reveals that 85% of teachers report that curriculum, instruction and learning are coordinated across grade levels. Grade level teams are organized by department and meet once a week to coordinate instruction and assessment. All core teachers facilitate the design of common focus skills calendars and unit maps.
· Grade level teams design and implement cross curricular problem based learning unit plans that create real world connections. All core classes contributed to the design and implementation.
· Teachers use common data from benchmarks to design differentiated reteaching strategies and plans. Students are then re-assessed using a common benchmark assessment to determine the effectiveness of the reteaching.
· Students report 84% of the time that their classes are challenging and make them think not just memorized. 74% of students feel that they are challenged in class. These data points demonstrate high quality teacher questioning and academic press.
· Data from the 5 essentials survey shows that 75% of teachers report that their professional development has been sustained and coherently focused rather short term and unrelated learning. This teacher response demonstrates sustained PD focus on differentiation, student engagement, and high quality assessment.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and

answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

CVCA's ILT team designed a one means all approach to learning and social development. This includes:
One-on-one staff mentoring that is gender specific, where students are paired with one of the ILT members and they support them in their APB (Attendance, Performance, and Behavior).
Principal elected deans and counselors at every grade-level to provide multi-tiers of support in the classrooms, lunchroom, after-school, night-school, and throughout the building.
Students report to their respective deans and they provide corrective measures and supports to enhance the students' social and academic skills.
Students also report to their grade-level counselor, who have an open-door policy on students' lunch periods; during this time students can discuss school issues and concerns, receive their APB reports, set quarterly goals, and obtain information about post-secondary education and activities. Students are utilizing these supports, and suspensions are rapidly decreasing rapidly improving the an already robustly developed school culture.

The ADC (Academic Department Chairs) have elected to have small group lunch sessions to allow students to make-up missed work, obtain smaller structured re-teaching of skills, and also have specific days for after school tutorial. The school monitors this task through benchmarks scores, attendance, and core pass rates.

The ILT and school librarian collaborated to create a whole school literacy reading initiative, "One book, One School," which incorporates high-interest novels where all students and staff reads one book per semester, and have small group assemblies, townhall discussions, and whole school conversations. We've seen improvement in the following areas a result:
Student engagement
Whole-school literacy
Opportunities to build comprehension and critical thinking

CVCA has an intense support team of clinicians, school leaders and external partners/corporations that support students with disabilities, in crisis, unique situations which span the gambit of the social-emotional deficits of students within our building.
The school's Case Manager, Social Worker, School Psychologist, and Pathologist, meets in a smaller group setting to create specialized action plans for students and families based on their diverse needs.
The attendance coordinator, student advocates, and deans make occasional home visits and host several programs, like, Parent detention, Saturday School, Athletes tutorial, CVCA Girlfriend Friday (female mentor), Y-Love (male mentor), CVCA Closet (clothes and shoes for students), and Career Fairs.
Motorola, Coca-Cola, Verizon, Junior Achievement, Lumnity, After-School Matters, BAM, WOW, HRDI, True Life, FORUM, CVS Alumni Association, Roseland Hospital, University of Chicago, Trinity Hospital, Southeast Calumet Heights Homeowners Association, 21st Century, and Future Founders that provide career readiness training, medical training, clinical services, internships, technical skills and strategies.

CVCA piloted a Principal's Alternative Academy, which targeted at-risk students. A small group of 25 students were given a tailored school day, where they received supports from all stakeholder, the principal, the parent, school clinicians, teachers, and other supporting staff. This recalibration was able to reset 80% of the students in this pilot, placing them back on pace.

CVCA has two on-duty police officers, who execute the implemented restorative justice and conflict resolution strategies that are rolled-out by administration. They are a part of school's climate team and are invested in the vision of the Principal, admin team, and LSC; the officers work closely with the discipline team to maintain a safe and peaceable climate and culture within the building.

In addition, we have After school matters, Junior Achievement, SAGA, on site Social Worker, part time School Psychologist, a Nurse practitioner, medical assistance opportunities utilizing our medical van at minimum 1x per quarter. Our effectiveness around our multi-tiered levels of support has been demonstrated by the emotional growth of our students, responses on our parent surveys demonstrate we are moving in the right direction.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.

- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

Core departments implement common Benchmark Assessments every 5 weeks. These Benchmarks are aligned to CRS, CCSS and NGSS. These assessments are a combination of multiple choice, free response and written assessment questions. After creation, departments grade the benchmarks assessments using a rubric based on question type, question complexity and alignment to standards. Additionally, during each 5 week instructional cycle, course teams give two common quizzes that are aligned to the Benchmark assessments.

All core teachers use the same grading categories and grading scale. A large portion (40%) of a student's grade in a core course is comprised of their performance on their Benchmark Assessments. The weight of student performance and administration encourage teachers to ensure that their grades align to student performance and not student behaviors. Additionally, all students are given the opportunity to retake a Benchmark assessment after a reteaching period in class, to give students multiple opportunities to be successful. To ensure consistency in grading across all courses in the same content area, teams grade Benchmark Assessments together, determining a rubric and common point system.

Benchmark assessment data is reviewed with administration and core teachers every 5 weeks in Performance Management sessions. Teams dissect trends in mastery and growth to determine instructional effectiveness and student needs during the next instructional cycle.

All assessments are modified to accommodate the Diverse Learner population. For Diverse Learners in inclusion classes, students are given extended time, reduced questions complexity and number of questions. For students in self - contained classes, skills assessed on Benchmark assessments are often the same as those assessed in the general education courses, although they are not assessed with as much depth and complexity. Additionally, if necessary per IEP, students in self - contained courses are assessed over the course of multiple days to allow sufficient time for review and reteaching before the assessment.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1   2   **3**   4

Principal Maclin has developed and established a principal's incentive program, which has proven to be, not only a strong deterrent from negative behavior, but a great motivator of students to become recipients of all incentives afforded them when their APBs are in tact. An increase is noted in the number of under-classmen who have been influenced by the success of this incentive program.

This "Good Kids Win" incentive program has yielded an increase in the number of under-classman who have been influenced by the success of this program. At that end of this year's first semester, our FOT rate was at 93.8%. My school's culture and climate in relation to our students within the school is trending upward.

The culture and climate of students within the school is trending upward in a positive direction, students have learned to advocate for themselves. There has been a noted decrease in student misconducts, detentions, and out-of-school suspensions. To date our Misconducts are down from 296 to 132. We expect to end our year, well under our efforts from last year.

Staff members have implemented wrap-around services to support the variety of students' diverse needs within the building. All stakeholders come to the table and focus on supporting

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

According to the 5 essentials survey teacher to teacher relational trust is strong at our school. The success of teacher to teacher relationships is in the administrative belief that the teachers are the experts, and if experts, there is no need for micromanagement.

· Data from the 5 essentials survey reveals that 63% of teachers feel respected by their peers to a great extent. These successful relationships can also be seen in data that reports 93% of teachers respect colleagues who are experts at their craft. Also, 87% of teachers trust each other.
· According to the 5 essentials survey data reveals that 80% of students report that their teachers treat them with respect. The 5 essentials survey also reveals that 80% of students report that they feel safe and comfortable with their teachers.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1   2   3   **4**

Students have equitable access to a wide range of extracurricular and enrichment opportunities.
11 Sports Teams
14 Clubs
Internships offered for every CTE
Partnerships with CTA, etc (I don't know them all)
Enrichment Opportunities
University of Chicago Collegiate Scholars
University of Illinois Rap Program (Research Apprentice Program)
Genesys Works
Global Leaders
One Summer Chicago
Chicago Police and Fire Fighting Training Camp
Health Careers Opportunity Program at Marquette University

Students have equitable access to rigorous courses/programming
Course planning is completed with each individual student. Student is able to select classes based on postsecondary/career goals as well as needs for graduation. Students are encouraged and expected to enroll in classes beyond the minimum graduation requirements.
CVCA offers 4 Honors and 1 AP class at the 9th -11th grade levels
CVCA offers 3 Honors, 2 AP and 2 Dual Credit options at the 12th grade level
4 Math Classes are offered beyond the required 3 needed for graduation
1 Science
2 Social Science
Advanced Level Fine Arts offered in Chorus, Band, Art and Drama
4 years of Spanish

Students make positive contributions to the school and community
Service Learning Opportunities
PBL

The grade level class officers administer a survey to peers at beginning of school year highlighting three things to change and/or improve throughout the year. Class Officers tally votes and solicit ideas from class to create a plan for action items. Class Officers present final topic to Administration and class during town hall and action steps are discussed and reviewed monthly until goal is met.

Monthly townhalls are student lead by the class officers and are student centered.
Student data is discussed and strategies are developed by students for improvement
Students are given an opportunity to voice concerns regarding the school community and student and staff engagement.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 **2** 3 4

CVCA High School is committed to developing a campus atmosphere which promotes optimal instruction and learning for all. This can only be accomplished in a structured environment fortified with order, respect, responsibility, and accountability throughout the entire school community. In order to facilitate this type of environment successfully, students must be taught and thus understand the importance of complying with all school rules and also state and federal laws. CVCA employs a proactive systematic approach to dealing with student problem behavior. CVCA Security Personnel are assigned security post throughout the school building paying close attention to students attitudes, verbiage, clothing, and body gestures. CVCA Deans and security ensure that all students have a voice and positive safe environment to learn and prosper in.

Throughout the last 4 years, the number of misconducts has decreased by over 50% from 585 in 2012 to 296 last year . Additionally, according to the 5essentials survey, a majority of students feel safe within the hallways and classrooms of the school. A majority do not feel same during their commute to and from school and outside the school.

Our My Voice, My School survey reports students that 44% of students do not feel safe in our building. In addition, our hall sweeps are inconsistent due to lack of or reduced security staff. We recognize our area of opportunity for improvement and continue to implement strategies on a daily basis.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

CVCA use incentives to acknowledge students for demonstrating positive behaviors. Bi-monthly Grade Level Town Halls are convened to solicit strategies from students that can be used to promote success. Students choose specific venues to attend, when they demonstrate success on three levels: individual, class, and grade level. Successful students select from a menu, including gift cards, movie tickets, school jackets, sweaters, school ties, and other paraphernalia.
CVCA has introduced several new programs that are based on respect, responsibility, relationship-building and relationship-repairing:
Girl Friend Fridays: focuses on mediation and agreement rather than punishment. It aims to keep our young ladies in school. Our young ladies are taught how to verbally disagree without becoming physically aggressive toward fellow classmates. Girl Friend Friday's members are come up with positive solutions to negative interactions. They are taught their self-worth which has helped to create a safe environment where learning can flourish.
Girl Friend Friday's appears to be working incredibly well.
attendance has increased from 70% to 83%
suspensions have decreased by 30%
CVCA Good Neighbor Campaign: helps CVCA students become self-directed, lifelong learners in order to adapt to life's changes and to meet its challenges. CVCA is committed to offering all students opportunities for intellectual and personal development. The school provides a strong foundation for students to grow into contributing members of a democratic global society.
Pride, respect, and responsibility are emphasized school-wide to make the CVCA environment safe and conducive to learning. Our mission is to graduate real-life problem solvers, effective communicators and creative and critical thinkers who are positive contributors to their communities.
On November 7, 2015 CVCA had over 100 students that came out to service their communities members.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.

- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
  - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
  - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1   2   **3**   4

We understand that building a partnership with our parents supports student learning and develops a sense of community between home and school. Our goal is to bridge the gap between parents and the school by communicating effectively to keep them informed. Our methods of communication includes:

A. Robocall System
B. Email Messages
C. Text Messages
D. School Website
E. School Newsletter
F. Individual Phone Calls to Student Home
G. Parent-Teacher Conferences

We utilize a robocall system, as well as emails and text messages to inform parents about academic testing, report card pick-up, Local School Council (LSC) and Parent Advisory Council (PAC) meetings, special events, school closing, and emergency notification, as necessary. We also utilize our school website to house basic information including program updates, calendar of events, registration forms, as well as information about sports and extracurricular activities. We publish a monthly newsletter to provide parents and the community with essential information and to showcase the school. The Parent-Teacher Conferences and phone calls home are setup as a platform to communicate to parents specifically about their child, whether it's to share good news or inform them of areas where their child is experiencing challenges and to give them specific ideas of how to help them improve.

CVCA has a parent advisory committee that works with the ILT to assist students in their academic and social development. They network with the community businesses to assist students with internships, job shadowing, and community services.
CVCA has Parent detention program that occurs one Saturday a month; parents obtain information regarding their child's attendance and performance. They have a one-on-one meeting with member of the attendance team and they offer strategies and support around the unique issue that plagues the child's attendance.
Parent volunteer program where parents assist the school and render their services to chaperon field-trips, community service projects, college tours and outside activities, (competitions, extracurricular events).
The CVCA counselors host a Parent Night once each quarter; these events are two hour sessions that enhance student development, gives parents and students detailed specifics for each grade level, (i.e.) FASFA, college applications, credit deficiencies, school-wide events, CTE program offerings, internships, and school initiatives.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘

2   Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊘ |

2   Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | **5** | ⊘ |

3   Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 | 2 | **3** | 4 | 5 | ⊘ |

3   Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | **1** | 2 | 3 | 4 | 5 | ⊘ |

3   Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |

3   Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | **4** | 5 | ⊘ |

4   Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
As we have seen consistent growth in our previous CIWP priorities, we hope to maintain our classification as a Well Organized School for the upcoming school year	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Despite switching to a new assessment, the SAT, our goal is to continue our pattern of growth from Pre to Post test.	7.00	*(Blank)*	9.00	10.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Despite switching to a new assessment, the SAT, our goal is to continue our pattern of growth from Pre to Post test.	7.00	*(Blank)*	9.00	10.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT				

Assessments

Our Diverse Learner population lead our school in growth from Pre to Post test last year and will continue to grow in accordance with the remainder of our population as the curriculum for all diverse learners in aligned to Common Core Standards.	7.00	(Blank)	9.00	10.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

Our goal is to maintain the percentage of students meeting or exceeding the attainment as we switch from the ACT to the SAT.	10.00	(Blank)	10.00	10.00

Freshmen On-Track Rate

Based on our 2016 SQRP, our FOT Rate was 92%. Our goal is to continue to improve that rate by providing more wrap around services and scaffolded instruction to our freshmen students.	86.40	85.20	93.00	95.00

4-Year Cohort Graduation Rate

By allowing counselors to loop with their grade level, we expect that they will developed deeper connections and relationships with students. Additionally, counselors will consistently be aware of students that are on track to graduate and put plans in place early for students who are off track.	61.80	62.80	70.00	75.00

1-Year Dropout Rate

As we develop deeper connections with students and are providing more wrap around services, our goal is that we see a decrease in our number of students who are dropping out or leaving CVCA. Additionally, staff is consistently monitoring our students who transfer out to ensure that the transfer process is verifiable.	2.30	4.70	2.00	1.50

College Enrollment Rate

Instituting senior seminar and giving teachers the opportunity to mentor senior students will increase the number of students who are applying to colleges and for financial aid by building post secondary expectations and providing students support around the college bound experience. Through the senior/teacher mentor program, students are afforded multiple opportunities to receive hands on support around FAFSA, scholarships and college and career guidance. Additionally, these structures are set in place to follow through the end of the year, so that students who are accepted into post secondary institutions are enrolling in their best matched school.	49.80	48.30	50.00	55.00

College Persistence Rate

As we continue to improve our curriculum alignment to CCSS and NGSS and implement grade - level PBLs, we will see an increase in student capacity to handle rigorous work. Students who can demonstrate high level thinking skills will then be more likely to persist in college.	55.40	44.10	46.00	48.00

Average Daily Attendance Rate

Our attendance team has a plan in place to continually monitor attendance and ensure that all students are accounted for by making home visits and phone calls if necessary.	87.10	87.10	87.10	88.00

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Increase the opportunity for students to engage	students who can defend their rationale or	Increased persistence and success relative to

in rigorous evidence-based writing in all content areas	position using text based responses supported by evidence	rigorous writing and reasoning tasks thus leading to an increase in growth on standardized assessments, increased opportunity for students to earn early college credit and an increase in job readiness

Tags:
Professional development, Depth of knowledge, Argumentative writing, Common core alignment, Job readiness, College and career, Anchor charts, Complex texts, Complex tasks

Area(s) of focus:
2, 4, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT develops professional development training sessions for faculty relative to evidence-based questions and responses, grade book practices and the use of Turn It.com	ILT AP Knowles	Jul 5, 2016 to Aug 12, 2016	ILT completion of school wide expectations and goals	On-Track

Professional development, Common core, Curriculum maps, Curriculum planning, College and career, Complex texts, Complex tasks, Cross curricular-planning, Learning cycles

| Planning/mapping grade level problem based learning units, with student materials and texts linked to CCSS/NGSS, college and career readiness, STEM, Benchmarks/AP Exams, requiring students to use evidence based responses | Department Chairs
Ap Knowles | Jul 31, 2016 to Aug 31, 2016 | -thematic templates and unit plans for all grade levels
-graphic organizers and writing supports
-rubrics
-PD plan for departments
-A teacher created exemplar project | On-Track |

Professional development, Balanced grading and assessment, Cross curricular-planning, Common planning, Learning cycles

| Teacher led cross curricular trainings during common planning. Other departments are invited to participate. 1 X per month, after school teacher led PD offered and open to all teachers. | -AP Knowles
-Teachers | Sep 6, 2016 to Jun 23, 2017 | - Completion of PDs
- implementation of training found in lesson plans
- PD reflection form completed | Not started |
| Repurchase Turnitin.com and sign up English and Social Science teachers for free training with the Turnitin tool during PD | -English department
-AP Knowles | Jun 16, 2016 to Oct 5, 2016 | -Increase in number of students turning in papers on-time
-Assigned teachers have created accounts and classes
-Students are registered and know how to submit a sample piece of work | Not started |

Strategy 2

If we do...	...then we see...	...which leads to...
Implement GradeCam school wide, linked with CCSS/NGSS aligned assessments and school wide rubrics for writing	an effective implementation of the data driven instruction model	an increase in attainment and growth on standardized assessments and an increase in freshman on-track metrics

Tags:
Assessments, Ngss, Balanced grading and assessment, Data analysis, Data tracking, Data driven

Area(s) of focus:
3

instruction, Common core state standards

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Train all departments chairs on use and best practices of GradeCam with the expectation that department chairs will train their department members	Data Analysis Team	May 16, 2016 to Jun 16, 2016	Creation of a mock assessment and track data accordingly	On-Track

Grading policy, Teacher training, Grading practices

Action step	Responsible	Timeframe	Evidence for status	Status
Monitoring effective use of GradeCam	-Payne -AP Knowles	Sep 16, 2016 to May 31, 2017	PM Sessions showing GradeCam data	Not started

Assessments, Assessment policy, Grading practices

Action step	Responsible	Timeframe	Evidence for status	Status
Create 5 week benchmark assessments that are aligned to CCSS and NGSS and ensure that all questions are properly tagged by their standard in GradeCam to allow for analysis by standard during Performance Management Sesisons	- ADCs - Payne - AP Knowles	Jul 25, 2016 to Jun 16, 2017	Data reports from GradeCam	On-Track
BOY summer PD with staff to train them on new grading systems and expectations	ILT	Aug 29, 2016 to Sep 26, 2016	-Attendance sheets and agendas -End of Day deliverables from PD -Teacher evaluations and feedback of PD - Accurate set up of grade book prior to first day of school - Quality lessons common assessments created within course teams for the first 3 weeks of school	On-Track

Professional development, Grade system, School wide staff, Attendance plan

Strategy 3

If we do...	...then we see...	...which leads to...
implement a standardized remediation process and Gradebook audits	an increase in alignment and rigor of learning activities as well as greater teacher fidelity in grading practices	an increase in student performance on common and standardized assessments as well as exposure to a curriculum that prepares them to be college and career ready.
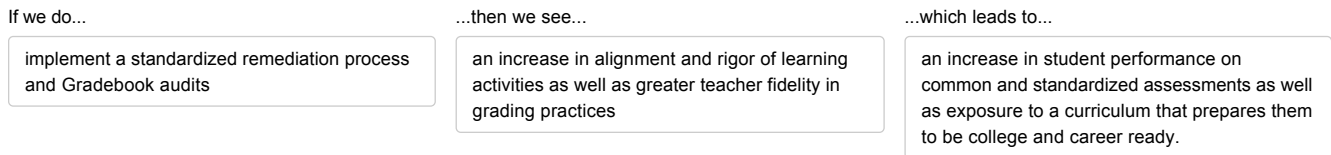
Tags:
Standards-based instruction, Reteaching, Remediation, College readiness

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Whole School Professional Development Sessions: Administration and coaching team will hold group sessions via departments to introduce and explain the Remediation Process and expectations to all teachers Remediation Process: • Teach • Assess • Review of Data with Students • Reteach (small group, individual, or whole class instruction) • Reassess and review data with students Teachers, with assistance from department chairs and coaching team, will create a remediation cycle calendar for first quarter, indicating on which dates remediation will occur in their classroom and when students that did not master all tested skills on the Benchmark will be retested. Suggested cycle is every 3 weeks (week 3 & 7/13 & 17) for reteach and retest)	Administration, Coaching Team, teachers	Aug 30, 2016 to Feb 3, 2017	Remediation cycle calendar for first quarter from all teachers	On-Track

Professional development

Department Calibration Session - Administration and the coaching team will meet with departments during their common planning time to review sample student work and aligned rubrics. Feedback and suggested changes will be given at this time.	Administration, coaching team	Sep 12, 2016 to Sep 16, 2016	written feedback from sessions, sample work and rubrics provided by teachers	Not started

Rubrics, Learning task

Initial Gradebook Audit and Feedback Sessions: Administration and the coaching team will meet with departments during their common planning time to review the remediation cycle and complete a preliminary Grade book Audit. Administration will focus on the remediation cycle and discuss with teachers which tier of instruction will be used to reteach and which students will fit into each tier as a result of their assessment data. Teachers will be responsible for sharing sample activities they plan to implement or have implemented as part of their remediation cycle, included rubrics and grading practices	Administration, coaching team, teachers	Sep 26, 2016 to Sep 30, 2016	sample activities from teachers, Gradebooks screenshots used in audit	Not started

| Gradebook Audit and Calibration Session with Principal Maclin - All teachers' grade books will be reviewed to look for grade entry activity, alignment of learning activities to CCSS/NGSS and assessments and accurate implementation of school wide grading practices and demonstration of remediation process evident in their grade book. These sessions will occur during the 5th week of each quarter. | Principal Maclin, AP Knowles, Data Strategist | Oct 3, 2016 to Jun 16, 2017 | Calibration session decks | Not started |

Gradebook, Grade level meetings, Ngss, Common core state standards, Common planning time, Gradebook monitoring, Remediation

| Administration and the coaching team will connect with Network 12 support to ask for assistance in streamlining our teacher feedback process during Performance Management sessions to make the feedback and action steps most effective for teachers, administration and coaching team | Administration | Sep 26, 2016 to Oct 28, 2016 | Written feedback | Not started |

Professional development, School wide staff, Training, Performance management sessions

| Performance Management Sessions with Principal Maclin - Departments will review their Benchmark and course data and determine a plan for the next quarter. Specific smart goals will be designed and implemented with targeted due dates for action steps per teacher/department | Principal Maclin, Data Strategist | Oct 31, 2016 to Jun 16, 2017 | Performance Management decks | Not started |

Strategy 4

If we do...	...then we see...	...which leads to...
Design and create monitoring system for implementation of grade book audits, monitoring systems and checks and balances around grade book practices	will see an increase in aligned uniform grade book practices and uniformity around improved evidenced grading practices across each grade level	consistent and more accurate grading practices with supporting evidence for parents and students to use to demonstrate the rigorous learning and remediation process used at CVCA for all students to receive optimum quality instruction and improved scores

Tags:
Grading, Communication, Ngss, Instructional planning, Benchmark progress monitoring, Gradebook monitoring, Ccss all, Remediation, Monitoring tools, Systematic approaches

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Work with ILT and administration to identify current strengths around our grading practices we intend to keep	ILT ADMINISTRATION	Aug 1, 2016 to Aug 22, 2016	- Areas of current system we will not adjust	On-Track

Grading, Gradebook, Gradebook monitoring, Systematic

diagnoostic, Monitoring tools

Work with ILT to identify current grading process that will need to be revamped based on Network report	ILT ADMINISTRATION	Aug 1, 2016 to Aug 22, 2016	- Revised strategies to the CIWP	Completed

ILT, Ciwp, Instructional strategy, Collaboration, Problem solving process, Monitoring tools, Systematic approaches

Design BOY PD and quarter 1 monitoring PD for all teachers to offer rationale of school wide changes and expectations	administration	Aug 29, 2016 to Dec 9, 2016	- Completed PD session and agendas for BOY - Design and complete PD topics and identify trainers for quarter 1 PDs with teachers	On-Track

ILT, Professional development, Ciwp, Collaboration, Professional responsibility, Monitoring tools, Grading practices

Strategy 5

If we do...	...then we see...	...which leads to...
consistently maintain updated parent/guardian contact information	can increase in two-way communication between school staff and parents; and an increase in parent concern for student APBs (attendance, performance and behavior)	increase in student attendance, decrease drop-out rate, and increase instructional time on tasks. We will also develop and maintain a strong trust level between teacher-student and home which will lead to greater sense of self for student resulting in reducing drop out rate

Tags:
Communication, Parent partnerships

Area(s) of focus:
1, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a written and electronic feedback form to collect parent/guardian contact information	Attendance Team	select	Completion of form	Not started

Parent partnerships, Training, Attendance plan

Create CVCA accounts on various Social Media sites (facebook, Twitter, instagram); create parent newsletter (paper and electronic)	-IT teacher (Ms. Perteete) - Librarian (Ms. Chambers) - Senior Teacher (Ms. Jefferson)	Aug 29, 2016 to Nov 4, 2016	-All accounts are linked on the CVCA webpage -Number of followers on each account	Not started

Parental involvement, Communication, Parent partnerships, Lsc

Create a parent PD (onsite and webinar) training parents on all CVCA online communication	PAC/LSC -Dr. Taylor -Ms. Chambers -Corporate partners	Sep 6, 2016 to Dec 2, 2016	Active Webinar -PD Dates are scheduled	Not started

Parent partnerships, Parent engagement, Training

| Back to school parent night | Counseling Team -Grade Level Anchors -Corporate partners | Aug 29, 2016 to Sep 6, 2016 | Successful parent night; increase number of parents that attend to 50% | Not started |

Planning, Grade level meetings, Collaboration

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ ILT develops professional development training sessions for faculty relative to evidence-based questions and responses, grade book practices and the use of Turn It.com Tags: Professional development, Depth of knowledge, Argumentative writing, Common core alignment, Job readiness, College and career, Anchor charts, Complex texts, Complex tasks, Professional development, Common core, Curriculum maps, Curriculum planning, College and career, Complex texts, Complex tasks, Cross curricular-planning, Learning cycles	ILT AP Knowles	Jul 5, 2016	Aug 12, 2016	On-Track
✚ Planning/mapping grade level problem based learning units, with student materials and texts linked to CCSS/NGSS, college and career readiness, STEM, Benchmarks/AP Exams, requiring students to use evidence based responses Tags: Professional development, Depth of knowledge, Argumentative writing, Common core alignment, Job readiness, College and career, Anchor charts, Complex texts, Complex tasks, Professional development, Balanced grading and assessment, Cross curricular-planning, Common planning, Learning cycles	Department Chairs Ap Knowles	Jul 31, 2016	Aug 31, 2016	On-Track
✚ Teacher led cross curricular trainings during common planning. Other departments are invited to participate. 1 X per month, after school teacher led PD offered and open to all teachers. Tags: Professional development, Depth of knowledge, Argumentative writing, Common core alignment, Job readiness, College and career, Anchor charts, Complex texts, Complex tasks	-AP Knowles - Teachers	Sep 6, 2016	Jun 23, 2017	Not started
✚ Repurchase Turnitin.com and sign up English and Social Science teachers for free training with the Turnitin tool during PD Tags: Professional development, Depth of knowledge, Argumentative writing, Common core alignment, Job readiness, College and career, Anchor charts, Complex texts, Complex tasks	-English department -AP Knowles	Jun 16, 2016	Oct 5, 2016	Not started
✚ Train all departments chairs on use and best practices of GradeCam with the expectation that department chairs will train their department members Tags: Assessments, Ngss, Balanced grading and assessment, Data analysis, Data tracking, Data driven instruction, Common core state standards, Grading policy, Teacher training, Grading practices	Data Analysis Team	May 16, 2016	Jun 16, 2016	On-Track
✚ Monitoring effective use of GradeCam Tags: Assessments, Ngss, Balanced grading and assessment, Data analysis, Data tracking, Data driven instruction, Common core state standards, Assessments, Assessment policy, Grading practices	-Payne -AP Knowles	Sep 16, 2016	May 31, 2017	Not started
✚ Create 5 week benchmark assessments that are aligned to CCSS and NGSS and ensure that all questions are properly tagged by their standard in GradeCam to allow for analysis by standard during Performance Management Sesisons Tags: Assessments, Ngss, Balanced grading and assessment, Data analysis, Data tracking, Data driven instruction, Common core state standards	- ADCs - Payne - AP Knowles	Jul 25, 2016	Jun 16, 2017	On-Track
✚ BOY summer PD with staff to train them on new grading systems and expectations Tags: Assessments, Ngss, Balanced grading and assessment, Data analysis, Data tracking, Data driven instruction, Common core state standards, Professional development, Grade system, School wide staff, Attendance plan	ILT	Aug 29, 2016	Sep 26, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Whole School Professional Development Sessions: Administration and coaching team will hold group sessions via departments to introduce and explain the Remediation Process and expectations to all teachers Remediation Process: • Teach • Assess • Review of Data with Students • Reteach (small group, individual, or whole class instruction) • Reassess and review data with students Teachers, with assistance from department chairs and coaching team, will create a remediation cycle calendar for first quarter, indicating on which dates remediation will occur in their classroom and when students that did not master all tested skills on the Benchmark will be retested. Suggested cycle is every 3 weeks (week 3 & 7/13 & 17) for reteach and retest) Tags: Standards-based instruction, Reteaching, Remediation, College readiness, Professional development	Administration, Coaching Team, teachers	Aug 30, 2016	Feb 3, 2017	On-Track
✚ Department Calibration Session - Administration and the coaching team will meet with departments during their common planning time to review sample student work and aligned rubrics. Feedback and suggested changes will be given at this time. Tags: Standards-based instruction, Reteaching, Remediation, College readiness, Rubrics, Learning task	Administration, coaching team	Sep 12, 2016	Sep 16, 2016	Not started
✚ Initial Gradebook Audit and Feedback Sessions: Administration and the coaching team will meet with departments during their common planning time to review the remediation cycle and complete a preliminary Grade book Audit. Administration will focus on the remediation cycle and discuss with teachers which tier of instruction will be used to reteach and which students will fit into each tier as a result of their assessment data. Teachers will be responsible for sharing sample activities they plan to implement or have implemented as part of their remediation cycle, included rubrics and grading practices Tags: Standards-based instruction, Reteaching, Remediation, College readiness	Administration, coaching team, teachers	Sep 26, 2016	Sep 30, 2016	Not started
✚ Gradebook Audit and Calibration Session with Principal Maclin - All teachers' grade books will be reviewed to look for grade entry activity, alignment of learning activities to CCSS/NGSS and assessments and accurate implementation of school wide grading practices and demonstration of remediation process evident in their grade book. These sessions will occur during the 5th week of each quarter. Tags: Standards-based instruction, Reteaching, Remediation, College readiness, Gradebook, Grade level meetings, Ngss, Common core state standards, Common planning time, Gradebook monitoring, Remediation	Principal Maclin, AP Knowles, Data Strategist	Oct 3, 2016	Jun 16, 2017	Not started
✚ Administration and the coaching team will connect with Network 12 support to ask for assistance in streamlining our teacher feedback process during Performance Management sessions to make the feedback and action steps most effective for teachers, administration and coaching team Tags: Standards-based instruction, Reteaching, Remediation, College readiness, Professional development, School wide staff, Training, Performance management sessions	Administration	Sep 26, 2016	Oct 28, 2016	Not started
✚ Performance Management Sessions with Principal Maclin - Departments will review their Benchmark and course data and determine a plan for the next quarter. Specific smart goals will be designed and implemented with targeted due dates for action steps per teacher/department Tags: Standards-based instruction, Reteaching, Remediation, College readiness	Principal Maclin, Data Strategist	Oct 31, 2016	Jun 16, 2017	Not started
✚ Work with ILT and administration to identify current strengths around our grading practices we intend to keep Tags: Grading, Communication, Ngss, Instructional planning, Benchmark progress monitoring, Gradebook monitoring, Ccss all, Remediation, Monitoring tools, Systematic approaches, Grading, Gradebook, Gradebook monitoring, Systematic diagnoostic, Monitoring tools	ILT ADMINISTRATION	Aug 1, 2016	Aug 22, 2016	On-Track
✚ Work with ILT to identify current grading process that will need to be revamped based on Network report Tags: Grading, Communication, Ngss, Instructional planning, Benchmark progress monitoring, Gradebook monitoring, Ccss all, Remediation, Monitoring tools, Systematic approaches, ILT, Ciwp, Instructional strategy, Collaboration, Problem solving process, Monitoring tools, Systematic approaches	ILT ADMINISTRATION	Aug 1, 2016	Aug 22, 2016	Completed
✚ Design BOY PD and quarter 1 monitoring PD for all teachers to offer rationale of school wide changes and expectations Tags: Grading, Communication, Ngss, Instructional planning, Benchmark progress monitoring, Gradebook monitoring, Ccss all, Remediation, Monitoring tools, Systematic approaches, ILT, Professional development, Ciwp, Collaboration, Professional responsibility, Monitoring tools, Grading practices	administration	Aug 29, 2016	Dec 9, 2016	On-Track
✚ Develop a written and electronic feedback form to collect parent/guardian contact information Tags: Communication, Parent partnerships, Parent partnerships, Training, Attendance plan	Attendance Team			Not started

District priority and action step	Responsible	Start	End	Status
✚ Create CVCA accounts on various Social Media sites (facebook, Twitter, instagram); create parent newsletter (paper and electronic) Tags: Communication, Parent partnerships, Parental involvement, Communication, Parent partnerships, Lsc	-IT teacher (Ms. Perteete) - Librarian (Ms. Chambers) - Senior Teacher (Ms. Jefferson)	Aug 29, 2016	Nov 4, 2016	Not started
✚ Create a parent PD (onsite and webinar) training parents on all CVCA online communication Tags: Communication, Parent partnerships, Parent partnerships, Parent engagement, Training	PAC/LSC -Dr. Taylor -Ms. Chambers - Corporate partners	Sep 6, 2016	Dec 2, 2016	Not started
✚ Back to school parent night Tags: Communication, Parent partnerships, Planning, Grade level meetings, Collaboration	Counseling Team -Grade Level Anchors - Corporate partners	Aug 29, 2016	Sep 6, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

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

> The School will communicate and involve all parents in the development, periodic review, and revision of the NCLB and Title I school parental involvement plans and policies; also parents will be a part of the school review and improvement process. Parents will be invited to all NCLB, Title I, and all other meetings that share school development processes.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> There will be an informational parent night in the second week of September of school year 2016-17, reviewing the school's NCLB, Title I programs, plans and policies. The school will also share updated school data and a calendar of events that parents and students are invited to. The date of our Title I Annual Meeting was held on September 20, 2016 and our Title I PAC Organizational Meeting projected date will be October 26, 2016.

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

> CVCA uniquely has parent informational nights in the 5th, 15th, 25th, and 35th week of school, and in the 10th, 20th, 30th, and 40th week there will be parent-teacher conferences and report card pick-up. Teachers throughout the school year 2016-17 will make phone calls to parents of those students who fall under a "C" average in their courses. Parents will receive information from the School's website and be encouraged to register for Parent Portal. Parent Portal training will be provided for parents during our Open House as well as during report card pick-up.

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

> Parents will be notified through robo-call and through the school's website. Parents will be able to access a monthly calendar listing meetings and times of Parent Advisory Council, Local School Council meetings, and all other school meetings accessible to parents.

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.

> The counseling team will provide each parent and student with a detailed printed copy of PSAT and SAT scores and information about the students' performance level and progress.

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.

> CVCA will distribute "Right to Ask" forms to parents to fill out and return to the school if they wish to pick up a letter requesting the qualifications of their child's teacher(s).

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

> Parents will be provided this information at the NCLB/Title I at the annual informational meeting conducted in September.

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

> The School will continuously provide support for parent development by providing workshops that encompass job searches, resume writing, interviewing, and technology training. Parents will be encouraged and asked to participate in the CVCA Literacy Program, "One Book, One School," which all stakeholders, school staff, parents, and students, will be reading several novels together. These events will be discussed at parent nights, on the School's website, and flyers will be posted throughout the school.

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

> NLCB Coordinator and counselors will continue to act as parent liaisons. Teachers will attend a staff development session on building parent support in partnering to support student achievement. The Principal will continue to provide an open door policy for parents. The School will continue to welcome parent volunteers, allowing opportunities for parent groups to be active within the school, during school and for special events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to

further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

> Not Applicable at the High School Level

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

> All information sent out to parents regarding school activities, programs, and all other events will be clearly written and in user-friendly language so that parents understand. These correspondence will also be posted on the school's website.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> n/a

Parent Compact   Complete

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

> It is the mission of the School to provide all students, including Diverse Learners and English Language Learners with an engaging and rigorous curriculum emphasizing literacy that allows students a gateway into creating a post-secondary school or career plan to matriculate into society and be successful. The vision of the School is to create a sense of belonging to, and respect for, a diverse community where service, teaching, and learning are valued; promoting growth in all students, including those with disabilities and English Language Learners in order to produce citizens who excel in and contribute to their environment and be globally competitive as life-long learners.

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.

> CVCA uniquely has four parent-teacher conferences and grade pick-ups at the 10th, 20th, 30th, and 40th week of school. This enables informative one-on-one parent and teacher conferences that helps to improve student achievement.

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

> Parents will be provided with student progress reports on 5th, 15, 25th, and 35th week. At this time parents will be able to come to the school and have conferences with teachers during this time. Parents will also be assisted with registering and training on Parent Portal.

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

> Parents will be able to request conferences with teachers and staff members through the school's clerk, administration, or the counseling team.

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

> CVCA will provide parents many opportunities to volunteer and participate in school events; CVCA will request parents to be a part of the school's continuous improvement plan, PAC, LSC, athletics, and all other activities within the school.

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

> Parent will support their child's learning by registering for Parent Portal to monitor on-going attendance, performance, and behavior of their child. Also by attending all, Local School Council meetings, orientations, parent-teacher conferences, workshops, and by building a relationship with the child's teachers and school staff.

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 will be invited to participate in the continuous school improvement planning process, LSC, and PAC. They will also have the chance to give informative feedback about the school and its efforts to improve their child's education by completing various surveys administered throughout the school year.

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 will share the responsibility to improve their academic achievement by studying, passing all courses, and meeting state standards on PSAT/SAT assessments. Students will attend all classes and be on time, assist in making the school a great learning culture, being an effective part of the community, empower peers to do their best, be respectful, take leadership roles, complete all assignments given, utilize all tutoring opportunities, and continuously develop academically and socially.

Parent Budget   Complete

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

Increase student reading skills by reading with parents; increase math skills by assisting with homework; assist students with truancy behaviors and finishing school strong

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 3752	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1000	.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)	$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1100	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel 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 Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 100	.00
53510	**Postage** Must be used for parent involvement 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. | $ | 500 | .00 |