



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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04/04/2016	Evans, R. Brown, K., Gee, Dickens, Kling, Yancey, Muhammad, Lee, S., Halbert, Jones, H.	Attendance, Grades, Misconducts, Peer Observations, Instructional Strategies, Assessments
04/11/2016	Evans, R. Brown, K., Gee, Dickens, Kling, Yancey, Muhammad, Lee, S., Halbert, Jones, H.	Attendance, Grades, Misconducts, Peer Observations, Instructional Strategies, Assessments
04/25/2016	Evans, R. Brown, K., Gee, Dickens, Kling, Yancey, Muhammad, Lee, S., Halbert, Jones, H., Morrow, G.	Attendance, Grades, Misconducts, Peer Observations, Instructional Strategies, Assessments
05/02/2016	Evans, R. Brown, K., Gee, Dickens, Kling, Yancey, Muhammad, Lee, S., Halbert, Jones, H., Morrow, G.	Attendance, Grades, Misconducts, Peer Observations, Instructional Strategies, Assessments., ACT Plan
05/09/2016	Evans, R. Brown, K., Gee, Dickens, Kling, Yancey, Muhammad, Lee, S., Halbert, Jones, H., Morrow, G.	Attendance, Grades, Misconducts, Peer Observations, Instructional Strategies, Assessments., ACT Plan
06/09/2016	Halbert, R. Alexander, A., Jones, H., Lee, S, Carter, I.	Reviewing the CIWP Rubric from N9

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

In the 2016 5 Essential Survey, at DVCA the effective leaders, principal, and teachers work together to implement a shared vision and received a strong rating. The shared vision included practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectful relationships, support professional advancement for faculty and staff, and manage resources for sustained program improvement.

Principal and administrative team conducts formal and informal observations with regularity and purpose; monitors course teams meetings; and provide teachers with individual coaching and performance management sessions to ensure quality instructional practices are in place supporting not only teacher development, but student growth.

DVCA received a score of 69 - Strong on effective leaders, representing its aggregate performance across four key indicators of this essential:

- Program Coherence (85 - Very Strong)
- Teacher-Principal Trust (70 - Strong)
- Teacher Influence (40 - Neutral)
- Instructional Leadership (82 - Very Strong)

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.

- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

1 2 3 4

School-wide literacy framework for delivery of high quality intensive personalization instruction for all students.
 Improving learning measurement with regular weekly meetings.
 Improving student graduation rate with regular data meeting to keep abreast of on/off track students.
 Getting results while influencing teachers to change by collaborative and transparency of school's achievement goals.
 Dramatic change in daily classroom instruction to assist teachers with research methodology, which afford student's learning.
 Communicates expectations for success to all stakeholders.
 Implementation Accountability and progress toward transition success goals.
 Provides access to data, time and resources to support successful teachers' teams.
 Supports teacher development around a clear vision of quality instruction and learning.

5 Essentials:

Classes are challenging and engaging.
 Principal and teachers implement a shared vision for success in the classrooms.
 Teachers collaborate to promote professional growth.
 Instructional Leadership (82 - Very Strong)

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**

- Meet regularly (2-4 times per month).
- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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

1 2 **3** 4

Model evidence based differentiating instruction with growth model instruction and grading for all students.
 High Quality classroom instruction coupled with small group interventions.
 Intensive Intervention – Literacy/ Numeracy and Social Skills
 Attendance Accountability

High quality teachers suited to teach high risk students utilizing research based strategies in content areas and social emotion standards.
 Success in the increase of students pass core rate
 Increase in FOT rate providing opportunities for college success

Instructional Support Teams assessing and analysis current student data
 Coaching –Literacy and Numeracy
 Peer-Peer Teacher Observations
 Personal Learning Plans

5 Essentials:

The entire staff builds strong external relationships
 Teachers collaborate weekly to review powerfully practices for student growth.
 Teachers discuss how to improve the school's safety, environment and ways to be a more supportive staff.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.

- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School’s PD Plan – review for goal alignment – does the plan advance the school’s improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

Dedicated Literacy Coach for Teacher Prep
 ACT Prep (10 weeks of instruction for 11th Grade)
 GEAR Up
 Black Male Achievement (DePaul/Loyola college tutoring program)
 B.A.M. (Becoming a Man Curriculum for Males 9th-12th)
 Ada S. McKinley
 Grade level Enrichment
 Attendance Recovery protocols
 Afterschool Tutoring supports (All grade levels)
 2015-2016 Citywide Summer School location
 2015-16 Evening School location

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Course teams meet regularly and work together on instructional planning. Our teams have a year long scope and sequence and shared units.

-year long curriculum maps based on CCSS alongside CRS
-peer observations to promote rigorous instruction and classroom management

Common planning is also facilitated by the use of Noble Street Assessments were implemented school wide assessment schedule for 3, 6 and 9 week assessments. Formulate the questions for 6 week school wide writing prompt. Rubric development and grading are needed as well. The weaknesses that must continually be addressed is that of using differentiated texts and instruction to reach all students.

On EPAS , there are persistent gaps between regular and special education students, so much so that our overall school data is moved downward by the performance of our students who are receiving specialized and supportive services.

Build structure and systems to help close the achievement gap between diverse learners and general education students. Develop intentional instructional practices based on data to inform instructional practices and assessments to close the achievement gap.

Dunbar received a score of (66 - strong) on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential:

- English Instruction (63 - Strong)
- Math Instruction (79 - Strong)
- Academic Press (54 - Neutral)
- Quality Of Student Discussion (67 - Strong)

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

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

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Teacher are reporting gaps in materials made available by the district leverage process for specific lessons. Course teams create instructional materials that are aligned with Common Core and CCSS. Vertical alignment of CCSS and CRS

Special Education modifications and accommodations.
 Staff participates in REACH performances tasks.
 Khan Academy
 Technology (software and computers)
 Gear Up Tutors
 Gear Up tutoring at University of Chicago
 Test Preparation Program on Saturday and Afterschool

According to 5 Essentials:
 Ambitious Instruction: Classes are challenging and engaging. Strong
 Dunbar Received A Score Of 66 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
 • English Instruction (63 - Strong)
 • Math Instruction (79 - Strong)
 • Academic Press (54 - Neutral)
 • Quality Of Student Discussion (67 - Strong)

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their

- learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 3 4

Teaching staff are provided opportunities to identify and implement standard-based assessments that are relevant, rigorous, and portable beyond the classroom. Student work tuning protocols have been utilized to ensure that quality instruction takes place rather than assessments given in quantity without purpose of aligned to skills addressed in standards. Additionally, teachers assess the effectiveness of their lesson plans through professional development aligned to the backwards design model. DVCA teachers are provided weekly opportunities to discuss parameters of thinking regarding providing students multiple assessments. Each assessment created has been aligned to the "R" fit principles which include, relevance, realism, readiness, reflection, reformation. Evidence: School Wide Writing Assessments, Literacy Focus Rubric, Mel-Con Writing Initiative student work samples.

Dunbar Received A Score Of 66 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- English Instruction (63 - Strong)
- Math Instruction (79 - Strong)
- Academic Press (54 - Neutral)
- Quality Of Student Discussion (67 - Strong)

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

We have the following in place:

- 6 University partnerships
- 4 college tours at each grade level
- Post secondary coach on site daily
- Post secondary expectations are communicated starting freshmen year and through senior year.

Students are provided with information on college costs, options, and financial aid through triannual FAFSA workshops and scholarship informationals; ACT teaming, princeton review and college readiness seminars. Scholarship and college acceptance requirements and letters.

Students are provided with information on college costs, options, and financial aid through triannual FAFSA workshops and scholarship informationals. Scholarship and college acceptance requirements and letters. We currently have in place PSAT participation as we aim for the goal of national merit.

Transitions between key grades is provided through Gear UP and Freshmen Academy, Work Study programs through CTE and CTE Trade Programs.

According to the 5 Essentials:

And They Are Well-supported In Planning For College And Other Post-high School Experiences.
 Dunbar Received Expectations For Postsecondary Education (65 - Strong).

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	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Essential Questions and enduring understandings are aligned with instructional objectives. Objectives are aligned to the standard. However, many teachers are using low level questioning.
 -routines are more uniformed in classrooms than earlier in the year

Student centered learning is not evident in some classes. Learning walks and peer observations show that on average each department's instruction is at a level 2 on the CPS' Framework for Teaching and Learning even though there are individual teachers performing at levels 3 and few at level 4 instructionally.

Even though 77.4% of the students responded favorably on these items, average of 66% strongly agreed that they understood course outcomes and what they needed to be successful in their classes.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

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;

Score

1 2 3 4

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.

Develop a check system for parents, staff, students and administration as to benchmarks or check points for students and parents. These checkpoints or milestones will identify requirements that need completion (BAG Report) during the course of each year.

Teachers are required to keep communication logs, actively use GradeBook to communicate to parents regarding student achievement and record student misconduct.

- All calls to students
- Increased teacher parent phone calls
- parent conference data
- home visits, LSC, PAC, website

At the 40th week - FOT = 79% and 9th Grade attendance rate = 84.04%
SOT = 82.0% and 10th Grade attendance rate = 86.01 %

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 learner's individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 - Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

What is Standards Based Grading?

- Allows teachers to have more targeted and meaningful feedback regarding student strengths and deficiencies.
- Students begin to develop intrinsic motivation in order to increase student ownership and self-assessment.
- All stakeholders begin to speak a common cohesive language.

Update Grade-book Categories:

- Standards (Formative assessments) 70%
- Performance (Quizzes/Midterm assessments) 20%
- Final Exam (Summative assessment) 10%

Standard Based Grading Tools:

- Student Mastery Tracker

1. Identify 5 content based standards to teach for each quarter.
2. Students should self-assess their mastery of the standard every 2 weeks on Fridays using rubrics.
3. Teachers utilize trackers to re-teach skills and refer students for additional academic support services i.e. tutoring/enrichment.

5 Essentials:

English Instruction - (63%-strong)
 About 1/3 of the students (77.4%) indicated that the interaction with course material and one another to build and apply critical reading and writing skills is reviewed once or twice a week. About a 1/4 of the students (77.4%) indicated that interact with course material and one another to build and apply critical reading and writing skills is reviewed once or twice a month. About less than a 1/4 of the students (77.4%) indicated that interact with course material and one another to build and apply critical reading and writing skills is reviewed everyday.

Math Instruction - (79% - strong)
 More than 1/3 of the students (77.4%) indicated that Interaction with course material and one another to build and apply knowledge In their math classes is reviewed once or twice a week. Less than 1/4 of the students (77.4%) indicated that Interaction with course material and one another to build and apply knowledge In their math classes is reviewed once or twice a month. More than 1/4 of the students (77.4%) indicated that Interaction with course material and one another to build and apply knowledge In their math classes is reviewed everyday.

Academic Press - (54% - Neutral)
 Teachers Expect Students To Do Their Best And To Meet Academic Demands.

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Built a structure and system for weekly professional development and coaching for teachers. Continue to provide training for teaching in SEL pillar. Developed a structure that includes an instructional based writing initiative, and peace circles for restorative justice.

Continue to build capacity in staff and student's. Although my scores improved, I need to build a SEL structure to sustain growth. Staff must be proactive with building capacity with for FOT, SOT, and Post Secondary.

Study 3 week assessments and previous EPA data and build a school wide Literacy Focus that is completed daily in all classrooms. In addition, focused on daily agendas and lesson plans completion and quality. A daily "look fors" template created to make monitor and provide feedback.

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
	✓ SQRTP 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

Behavioral Health Team /SEL
 Warning List
 Signage
 Bright Star Dream Center
 Recruitment
 Diverse Learners

Academic Behaviors/Preservation
Binders
Literacy Focus (Main Idea, Support Detail)
Assessments

2016-2017
Meeting with CPS
Trade (Shops) Options – Research Market
Survey students

Instruction
Curriculum maps
Unit plans
Pacing Guide
Lesson plans with feedback
Assessments/informal/formal (school-wide)
Assessment review protocol
DDI
Instructional coaching by principal
literacy coach-modeling of research based reading and writing strategies
Professional Learning Community (office of literacy)
Peer observations (Teachers & ISL)

Uniform instructional template
Common blackboard configuration
Demonstration of learning through written expression
Leadership
Identify leaders for Theory of Actions
Alumni
Focus
Recruitment
Committees

Freshman Academy Mission Statement

To create a safe and enriching learning environment in which all ninth grade students successfully transition into our comprehensive high school program geared towards college and career readiness. The Academy Curriculum is tailored to develop and enhance our students' academic and technical skills, in order to ensure that they are competitive globally.

Freshman Academy Vision Statement

DVCA Freshman Academy is a rigorous and progressive learning community that promotes life long learning as a priority and not an option. The Academy teachers deliver high quality instruction that is standard-focused, student-centered, and research driven. Our community success is cultivated through on-going collaborative efforts of all stakeholders to ensure our students embark on their educational pathways with confidence, integrity, and competence.

Freshman Academy Benefits

- * Academy provides a Central location for Individualized instruction of core studies.
- * Cross-Curricular Teaching provides positive reinforcement of content and individual student learning styles.
- *Enrichment activities promote good citizenship and healthy relationships.
- *Students are empowered to develop academic behaviors that will encourage ongoing academic success.

Classroom Strategies for Success:

I.N.S.P.I.R.E
Ignore distractions with engaged instruction
Notetaking strategies
Sit in front of class
Reteaching of skills coupled with practice to improve performance
Ignite curiosity in others
Raise hands for clarity
Emulate Excellence through modeling of examples of positive academic behaviors.

S.E.E.K.

Studious Behavior
Explore the Unknown
Exercise patience
Keep your momentum, never quit!

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**

- Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Dunbar Athletics/SMART Goals

A goal not written is just a thought or a dream. Successful goal setting starts with writing your goals down and reading them every day.

Specific - Goals that are too general will set up a student for failure, such as, "I want to get good grades." By using a S.M.A.R.T. goal like, "I will read two hours a day for four weeks in order to get better grades." the student creates a greater opportunity for success because goals must be measurable and specific. .

Measurable - When setting a goal be certain that the Students commitment to its attainment is measurable. Otherwise progress in completing the goal will be difficult to judge. For example, in the goal above we specified two hours and that is a measurable commitment.

Achievable - Goals that stretch a student's capacity are good - it is good to challenge yourself while setting goals. However, it is important that these stretch goals are still attainable with proper effort. For example, a student should not set his goal to raise his GPA from a 2.0 to a 4.0 within one week. That type of goal will not be achieved. Set goals that are attainable and realistic.

Realistic - Goals MUST be realistic. Also, whoever is setting up the goal must be willing to put in the time and effort to achieve these goals. The more difficult a goal is, the more time and effort will be required. When these goals are set properly it allows the student to achieve the goals, and increase self-confidence.

Timely - Goals MUST be timely. Have a completion date. Having a target day allows the student to stay focused on what the end goal is when life gets in the way. The example above illustrates this by committing to read 2 hours for the next 4 weeks.

With this strategy, coaches and athletes can set goals for all aspects of your life to help:

- Improve your GPA
- Elevate your physical performance
- Set time for personal growth and extracurricular activities
- Set the goals you need to accomplish so your team is the best they can be, and when that happens, winning is inevitable.
- Get accepted into college!

The Goal Achievement and Well-Being Platform

90% of all research has shown that Goal Setting, when done correctly, elevates performance. So, why don't more people set goals? There are a couple of reasons that we see all the time.

- Goals must be written to be effective. Yet most goals are typically written and approached incorrectly. Usually the only goals included on a goal sheet are "End Goals" the result desired. For example, "I will get good grades." In reality, methods to achieve the goal must be set; milestones need to be created and progress must be tracked along the way to ensure success. Most people

write out little more than a grocery list when setting goals. This strategy will give Dunbar the opportunity to make dramatic changes by mapping out their lives in congruence with their organization and beliefs. We decided to take a verbal survey of our fellow classmates to find out their feelings/concerns about the cafeteria food. Here's what they had to say:

- When asked, most people are unable to produce written goals to share. They will tell you that their goal is in their computer, in their locker, or written down somewhere on their desk. In fact they do not have written goals where they can see it, review it, or focus on it in any way. As a result, goals are forgotten, stop being a priority, and are not accomplished.

"We will continue to build a quality athletic program that develops both the minds and bodies of our student-athletes at Dunbar". Many experts believe the "brain" is the strongest muscle in the body and MUST be exercised daily by doing "mental push-ups" at every opportunity. Some of the strategies to strengthen the brain: Read more, ask additional questions in class, attend field trips, seminars, service-research projects, etc.

Lunchroom Survey - the students from the junior class of the Culinary Arts II Pathway at Dunbar, would like to share our concerns about the food we are served and the service we receive. We decided to take a verbal survey of our fellow classmates to find out their feelings/concerns about the cafeteria food. Here's what they had to say:

- Students feel that the cafeteria food is inedible by being either over-cooked or undercooked. In particular, the chicken patties that are served are often delivered for consumption with pink in the middle.
- The staff many times will get very creative and put different topping on our burgers. Everyone doesn't eat the options they use to top of the burgers. It would be nice to have a choice of what goes on top of our food!
- The cups of fruit are usually served frozen and have a metal taste to it. We have found the fresh fruit is sometimes spoiled or rotten.
- The cheese that is used on the pizza doesn't melt so it's way too thick and tough to chew.
- In addition, the cheese used for the nacho is very, very thick and not easily consumed.
- When students walk into the cafeteria line, they feel the food doesn't look appetizing due to the fact that the food was cooked a while ago or has been sitting out for too long. It's often looks dried out.
- Students feel the food needs to be prepared fresh or at least look fresh for every lunch period. It should not look like it has been sitting out since the first lunch period and has dried out.
- Many students spoke about the appearance of the cafeteria. They feel it is not an environment you would want to eat in because of all the leftover trash from previous lunch periods. The previous lunch periods always leave their trays, milk cartons, empty cups, and school stuff such as binders, notebooks etc. No one wipes or cleans off the tables. They are usually a mess! The janitorial staff members only change the trash bags and leave.
- Lastly, the cafeteria manager and staff members are often very rude. They appear never to be organized and never timely when it comes to serving the food. The staff sometimes argues about who will serve. All of these issues take up too much time from our lunch period. The staff members also seem to takes their anger out on us as if we did something wrong when we complain or critique the food.
- Finally the staff does not change their gloves; they re-use the same gloves they had from the previous lunch periods. Often we have notice they also do not wear hair nets while serving.

We want to thank you in advance for this opportunity to express our feelings about such an important part of our school experience. Everyone hopes there can be some changes during the second semester. Finally, we simply ask you the question: When you were in high school, how did you feel about the cafeteria food?

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

Students at Dunbar reported how safe they feel in 2015:

Outside around the school.

Responses on Outside around the school.

- 18% not safe
- 34% somewhat safe
- 30% mostly safe
- 18% very safe

Traveling between home and school.

- 17% not safe
- 34% somewhat safe
- 28% mostly safe
- 22% very safe

In the bathrooms of the school.

Responses on In the bathrooms of the school.

- 10% not safe
- 26% somewhat safe
- 35% mostly safe
- 29% very safe

In the hallways of the school.

Responses on In the hallways of the school.

- 8% not safe
- 28% somewhat safe
- 39% mostly safe
- 25% very safe

In their classes

Responses on In their classes

- 5% not safe
- 15% somewhat safe
- 37% mostly safe
- 42% very safe

Dunbar Teachers reported that:

Most of the students in this school are planning to go to college.

Responses on Most of the students in this school are planning to go to college.

0% - Strongly Disagree

17% - Disagree

57%- Agree

26% - Strongly agree

Teachers expect most students in this school to go to college.

Responses on Teachers expect most students in this school to go to college.

2% - Strongly Disagree

9% - Disagree

50%- Agree

39% - Strongly agree

Teachers at this school help students plan for college outside of class time.

Responses on Teachers at this school help students plan for college outside of class time.

0% - Strongly Disagree

4% - Disagree

54%- Agree

41% - Strongly agree

The curriculum at this school is focused on helping students get ready for college.

Responses on The curriculum at this school is focused on helping students get ready for college.

0% - Strongly Disagree

2% - Disagree

50%- Agree

48% - Strongly agree

Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

Responses on Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

0% - Strongly Disagree

0% - Disagree

48%- Agree

52% - Strongly agree

Dunbar students reported that:

Teachers work hard to make sure that students stay in school.

Responses on Teachers work hard to make sure that students stay in school.

6% - Strongly Disagree

18% - Disagree

54%- Agree

23% - Strongly agree

Teachers pay attention to all students, not just the top students.

Responses on Teachers pay attention to all students, not just the top students.

5% - Strongly Disagree

17% - Disagree

54%- Agree

23% - Strongly agree

Teachers make sure that all students are planning for life after graduation.

Responses on Teachers make sure that all students are planning for life after graduation.

0% - Strongly Disagree

0% - Disagree

48%- Agree

52% - Strongly agree

Teachers work hard to make sure that all students are learning.

Responses on Teachers work hard to make sure that all students are learning.

5% - Strongly Disagree

14% - Disagree

55%- Agree

25% - Strongly agree

All students are encouraged to go to college.

Responses on All students are encouraged to go to college.

4% - Strongly Disagree

14% - Disagree

59%- Agree

23% - Strongly agree

High school is seen as preparation for the future.

Responses on High school is seen as preparation for the future.

3% - Strongly Disagree

16% - Disagree

55%- Agree

26% - Strongly agree

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 3 4

PILLAR 1

Dunbar will build a system of Social-Emotional teaching supports that meet the needs of all transition students. We will reach beyond the basics to ensure all of our students become critical thinkers, effective communicators and responsible global citizens. We will be able to demand high expectations for safety, attendance and college prep by removing all negative barriers to learning.

PILLAR 2

Dunbar will build a culture of high expectations and accountability by developing strong academic behaviors, assessments for learning and positive learning behaviors. We will develop a framework for effective teaching that is refined continuously to improve instruction for all transition students.

PILLAR 3

Dunbar will build powerful learning systems that are researched based and focused on improving the student and adult learners. Adults will be accountable to student outcomes. Data is used to guide the accomplishment of all goals.

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

Parent Partnership:

Score

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

1 2 3 4

Follow the Vision
 Develop Superior Teachers/Instruction
 Produce Scholastic Achievement
 Commitment to Excellence Everyday
 Superior Customer Service to Parents & Community Stakeholders
 Develop Student Leaders
 Re-engage Alums
 Alums outreach calls for recruitment
 Develop Student/School Enterprise
 Expand technical curriculum (off-site)

Paul Laurence Dunbar Career Academy High School Comparative Performance on Teacher-Parent Trust:

Teachers and parents are partners in improving student learning.

Teacher-Parent Trust – NEUTRAL

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	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
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
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 <input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 <input type="radio"/>

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: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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				
2016 - 2017 - Well Organized. The goal is to continue to increase parental involvement with PAC Workshops, LSC involvement with student academics, achievement, and increasing post secondary options. Increase Robo calls to keep parents informed.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Core teachers will align their curriculum maps and pacing guides with common core SAT standards to prepare students for assessments. Scores will be examined and reviewed to gauge our opportunities and areas of improvement.	3.00	(Blank)	1.00	1.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
School plans to grow our African America students, which is 99 percent of our population in all core areas by 1 percent. Teachers will provide additional support to students in need.	2.00	(Blank)	12.30	13.30
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
The same will apply to our Hispanic population on growth of 1 percent of growth in assessments. Core teachers will provide tutoring in areas of need.	(Blank)	(Blank)	1.00	1.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

Our English learners will be projected to achieve the same 1 percent growth on assessments as our other students. Teachers will provide additional support in areas that are needed.

(Blank) (Blank) 1.00 1.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Diverse Learner will mastered Common Core Standards based on modification and accommodations, which are in place to ensure diverse students can demonstrate knowledge of CCSS skills mastered.

3.00 (Blank) 1.00 1.00

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

School plans to grow students in all core areas by 1 percent which would compare to the national overall average of 1 percentile growth.

8.00 (Blank) 1.00 1.00

Freshmen On-Track Rate

1. Freshman students develop accountability for expectations for their academic performance through weekly exposure to post-secondary workshops, monthly college tours, and quarterly review of individualized plans regarding yearly grade promotion.
2. Freshman students will remain on-track through participation in targeted supports that allow for skill recovery weekly.
3. Freshman teachers will provide rigorous standard based instruction that is student centered through weekly collaborative conversations and professional development that are data driven in order to establish goals and benchmarks that improve teacher performance and increase student success.

83.10 62.40 90.00 95.00

4-Year Cohort Graduation Rate

1. Increasing Academic Behaviors
2. Increase CTE trades
3. Develop trust with students
4. Create realistic postsecondary goals for poverty groups
5. Evening/Summer School opportunities

72.80 63.30 68.30 73.30

1-Year Dropout Rate

engagement and communication with parents or guardians through meetings and robo calls to progress toward graduation. Cultivate Relationships with families and students, pay attention to warning signs, make learning relevant, raise the academic bar, think small, and develop community plan. Develop relationships with alternate schools.

(Blank) 8.20 3.20 2.00

College Enrollment Rate

Continue to increase students attending college match schools. Provide 9 - 12 grades the opportunity to attend college tours. Post secondary Team will provide a structure for FASFA completion, college applications, scholarship completion, SEQ and summer meltdown for graduating seniors. College enrollment will increase by 5%, 100% of seniors complete college applications and develop two dual enrollment classes for juniors and seniors.

54.20 57.40 62.40 67.40

College Persistence Rate

Move from 51.2% to 56.20% of seniors who apply to at least 1 affordable option (based on financial aid award letter). 42% to 47% Seniors receiving scholarships for college. College Enrollment increased from 57.4% to 62.40%. 44% to 49% Seniors with Concrete Post-Secondary Plans. Increase Chicago Citywide Colleges enrollment for students who qualify for Stars Scholarships.

56.20 51.20 56.20 60.00

Average Daily Attendance Rate

Increase student attendance among tenth and eleventh grade students; Increasing personalized learning opportunities for all grade levels (9th - 12th). Decreasing the number of students who miss 3 or more days of school during Fall Semester by 50%. Decrease the tardiness to school by 25%. Lunch - Tutoring for students who arrive to school after 9:20 am.

89.30 81.90 85.00 88.00

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	127.31	34.88	30.00	25.80
OSS per 100 (Diverse Learners only)				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	93.35	34.64	29.79	25.62
Number of Group 4, 5, 6 Infractions				
This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	778.00	172.00	163.00	147.00
Use of Codes 3-6 and 4-9				
This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary and no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.	2107.00	90.00	36.00	22.00
% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken				
This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 75% over a 3-year period.	12.50	43.40	60.00	72.00

Strategies

Strategy 1

If we do...

Provide literacy and writing based instruction that is aligned to Common Core State Standards through Literacy Focus, MEL-Con writing, timing and chunking, and checking for understanding during the lesson. Chunking the information into smaller pieces of information with timed responses are the best research based methods for developing academic behaviors and improvement in academic gains.

...then we see...

Student stamina and GRIT(Gaining Readiness for Internal Toughness) for academic success, academic behaviors and overall improvement of academic achievement for all students.

...which leads to...

SAT Growth for 11th graders - Critical Reading - 32.3 to 37.3 , Mathematics 33.8 to 38.8, and Writing - 30.9 to 35.9; SAT Growth for 10th graders - Critical Reading - 29.3 to 34.3, Mathematics - 31.0 to 36.0, and Writing - 27.7 to 32.7. PSAT (11th grade) - College and Career Readiness - 1.7% on track move to 2.0% on track. PSAT(10th grade) - College and Career Readiness - 0.0% - 0.5%.

Tags:

Academic expectations, Academic rigor, Academic learning, Instructional strategies

Area(s) of focus:

3, 1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will developed curriculum maps and unit plans per core based on CCSS standards prior to the start of SY 2016-17.

Principal will monitor and give feedback on weekly lesson plans. Instruction is aligned to weekly formative assessment.

Improve teachers' capacity understanding effective instructional strategies with weekly PD by admin and literacy coach.

Develop and coach teacher leaders (general/diverse) to improve quality of classroom instruction for all students.

Administration
Teacher leaders
literacy coach
Classroom teachers
IST Team
Data Team

Jul 1, 2016 to
Jun 30, 2017

weekly meetings agenda & minutes coaching sessions logs
L.P feedbacks
peer observations logs

On-Track

Assessment, Academic gain, Assessments, Balanced literacy, Classroom rigor, Academic expectations, Accountability, Best practice, Coaching, Academic supports

Develop a structure and system for Formative Friday. Teachers meet weekly to collaborate on quality questions that promote skill building and writing. Students will cite textual evidence from multiple sources to support answers

Principal, Literacy Coach, and ILT

May 5, 2017 to
May 5, 2017

weekly meeting with template and next steps

On-Track

Strategy 2

If we do...

Create a balanced and aggressive attendance team (including security and external partnerships). Establish a system of protocols that attack truancy and tardiness for each student enrolled; Provide parents with monthly and weekly snapshots of attendance.

...then we see...

Students attendance percentage will increase.

...which leads to...

Based on school's attendance trends over the last two years; Based on the effectiveness of SY2015 attendance approach over the 2nd semester attendance rate increased from 72.6% to 80.9% by the end of SY2015. Based on the support and focus of external partnerships to blend their mission priorities with the school's mission priorities. 2014-2015

- 80.9. 2015-2016 - 85.0%. 2016-2017 - 88.0%

Tags:
Attendance, Accountability, Data analysis, Academic perfor

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Conduct home visits, send 5 day letters, and follow - up with a 10 day letters, Student Contracts, Parent meetings, Network support	Assistant Principal Project Manager Attendance Coordinator Assistant Attendance Coordinator Coordinator Network Support External Partnership	Sep 8, 2015 to Jun 30, 2016	Weekly Meetings Check in with Assistant Principal Ongoing (daily) home visits from External Partner	On-Track

Attendance, Climate and Culture, School climate

Strategy 3

If we do...	...then we see...	...which leads to...
Will create a system and structure that will frequently identify at risk students by early identification. The interventions will be evaluated frequently and modified based on students' needs. The support services are a necessary component for a culture of achievement. We will focus on the social emotional behaviors that support engaged learning.	Increase academic behaviors, academic success, healthy environments, good social relationships, engaged citizens. The five core competencies: Self-awareness Self-management Social awareness Responsible decision making Relationship skills	Arrest 2014-2015 - 32 2015-2016 - 15 2016-2017 - decrease by 1% In School Suspension 2014 - 2015 - 2735 2015 - 2016 - 115 2016 - 2017 decrease by 1% Other 502 44 Out Of School Suspension 2014 - 2015 - 1128 2015 - 2016 - 239 2016 - 2017 -decrease by 5% Parent Conference 2014 - 2015 -715 2015 -2016 - 392 2016 - 2017 - Increase by 5%

Tags:
Behavior and Safety, Personalized Learning, Social emotional, Academic expectations, Behavior plans

Area(s) of focus:
1, 2, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Dunbar will use Restorative Justice, peer jury, peace circles, and other practices within which Restorative Justice principles that can be used to address and rectify student misconduct.	Behavior Health Team Administrators Dean Teachers Security Staff Case Manager Freshman Academy Coordinator	Sep 8, 2015 to Jun 30, 2017	Weekly Behavior Health Meetings Network Meetings Citywide Trainings	On-Track

Behavior and Safety, SEL, 21st century skills, Behavior supports;

(Blank)	(Blank)	Sep 5, 2016 to Jun 26, 2017	(Blank)	Behind
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Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will developed curriculum maps and unit plans per core based on CCSS standards prior to the start of SY 2016-17. Principal will monitor and give feedback on weekly lesson plans. Instruction is aligned to weekly formative assessment. Improve teachers' capacity understanding effective instructional strategies with weekly PD by admin and literacy coach. Develop and coach teacher leaders (general/diverse) to improve quality of classroom instruction for all students.</p> <p>Tags: Academic expectations, Academic rigor, Academic learning, Instructional strategies, Assessment, Academic gain, Assessments, Balanced literacy, Classroom rigor, Academic expectations, Accountability, Best practice, Coaching, Academic supports</p>	Administration Teacher leaders literacy coach Classroom teachers IST Team Data Team	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Develop a structure and system for Formative Friday. Teachers meet weekly to collaborate on quality questions that promote skill building and writing. Students will cite textual evidence from multiple sources to support answers</p> <p>Tags: Academic expectations, Academic rigor, Academic learning, Instructional strategies</p>	Principal, Literacy Coach, and ILT	May 5, 2017	May 5, 2017	On-Track
<p>✦ Conduct home visits, send 5 day letters, and follow - up with a 10 day letters, Student Contracts, Parent meetings, Network support</p> <p>Tags: Attendance, Accountability, Data analysis, Academic perfor, Attendance, Climate and Culture, School climate</p>	Assistant Principal Project Manager Attendance Coordinator Assistant Attendance Coordinator Network Support External Partnership	Sep 8, 2015	Jun 30, 2016	On-Track
<p>✦ Dunbar will use Restorative Justice, peer jury, peace circles, and other practices within which Restorative Justice principles that can be used to address and rectify student misconduct.</p> <p>Tags: Behavior and Safety, Personalized Learning, Social emotional, Academic expectations, Behavior plans, Behavior and Safety, SEL, 21st century skills, Behavior supports;</p>	Behavior Health Team Administrators Dean Teachers Security Staff Case Manager Freshman Academy Coordinator	Sep 8, 2015	Jun 30, 2017	On-Track
<p>✦</p> <p>Tags: Behavior and Safety, Personalized Learning, Social emotional, Academic expectations, Behavior plans</p>		Sep 5, 2016	Jun 26, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

PAC will meet and collaborate with administration to review and revise the needs of NCLB, Title 1 plan and policies as needed. The administration will provides current reports regarding policies for parents.

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

We will hold our Title 1 Annual Meeting and Organizational Meeting on October 4, 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.

Administration will provide easy to understand data of school's curriculum and students' progress over time. Teachers will elaborate on assessment tools used to measure students' growth as well as expectations for academic awareness.

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.

Administration will provide clear information on its website, robo calls to invite parents to participate in regular monthly scheduled meetings to discuss and make decisions about the education of their children.

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.

Administration will invite parents to attend parent night sessions for all students; at this time, state assessment outlining students' performances on language arts and math will be shared with parents.

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

Administration will communicate through US mail to parents of any teachers who are not highly qualified to teach when children had been taught by a teacher who is not highly qualified to teach.

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.

School will host a back to school grade level orientations and present parents with an understanding of academic content and state standards. Parents will be trained on parent portal so that they will be able to monitor their children progress over time in grade book.

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.

School's ILT, which consist of core subjects teachers along with administration, literacy coach and technology teacher will quarterly provide professional development to inform parents of students' academic achievements as well as current school's instructional goals.

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.

School will provide professional development for teachers trained personnel on how to work with parents. Teachers will also communicate with parents through phone logs and teacher parent informational sessions.

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.

Dunbar is a high school. This does not applied.

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.

School will mail as well as robo call parents in a uniform format to inform about meetings and parent programs.

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.)

The school will provide a high quality instructional and career ready curriculum in a supportive environment that supports all students through the implementation of state standards and social and emotion learning.

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

Parent- teacher conferences will be held every semester. November 2016 & April 2016

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

The school will notify parents via mail and robo call as well as teachers individual notifications to parents about their children's progress.

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

Teachers will provide the list of prep time available as well as before and after school availability in syllabus to consult with parents.

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

Parents after receiving clearance from central office may notify administration of their desire to volunteer and participate in their children's classes; parents are welcomed in all classes with proper notification to administration/teachers.

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

Parents will be provided information on how to monitor their children progress through parent portal training during parent-teacher conferences and during IEP meetings.

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 meet with teachers to decide the best individual educational plan during yearly scheduled meetings and during monthly parent meeting.

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).

Parents will be provided with information on how to assist their children in learning how to share responsibility for improving academic achievement. Students will monitor positive behavior, attendance and attendance.

Parent Budget

Complete

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

Dunbar parent advisory council will increase parent involvement, monthly meetings, communication via robo-calls, parent notices, monthly calendar, trainings, workshops, conference and retreats(in and out of state). We will work together with the principal, teachers and staffs to be unite.

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.	\$ 250	.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.	\$ 230	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 260	.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)	\$ 250	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2300	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 3158	.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.	\$ 500	.00
53306	Software Must be educational and for parent use only.	\$ 100	.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.	\$ 100	.00

