



DeVry University Advantage Academy HS / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
02/27/2018	Full Faculty	SEF review
03/08/2018	MTSS	Craft strategy
03/09/2018	ILT	Craft strategy
03/12/2018	A-Team	Craft strategy
03/15/2018	ALSC	Review SEF from 2016 and update ratings and evidence, Finalize goals, Finalize strategies
03/22/2018	MTSS	Craft action steps
03/23/2018	ILT	Craft action steps
04/16/2018	A-Team	Craft action steps
04/17/2018	Full Faculty	Feedback on draft CIWP
04/19/2018	PAC	Feedback on draft CIWP, Completion of Parent Plan
04/24/2018	Full Faculty	Finalize CIWP
05/05/2018	PAC	Develop and approve PAC Budget

05/17/2018 ALSC Approve final CIWP and SY 19 Budget

02/28/2018 PPC Provide input on SEF and budget

02/27/2018 Culture Team Review SEF from 2016 and update ratings and evidence

## 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.

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#### Leadership and Collective Responsibility: MTSS, ILT, A-Team

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
- o Our school has had a consistent vision and mission through leadership changes. This vision and mission was developed with a team of teachers, parents, students, partners, and community members.
- o Our tagline of "independent and empowered learners" is used from the information session for possible candidates through graduation. Our CIWP priorities reflect this focus on explicitly teaching the non-cognitive skills necessary for full participation in school and life.
- o This is our fifth year of using Core Values: Determined, United, Adaptable, and Achieving. These are explicitly taught to students as part of the First 20 Days routines. DeVry professors are given PD on how to use and integrate these values; our SAT incentive clubs and many of our school "gear" items incorporate these values, and they are prominently displayed in all DUAA rooms (high school and college.)
- o There is evidence that both students and teachers have integrated these core values into our daily language. For example, practice college interviewers report the majority of students use these values to describe their strengths.
- o The staff is student-focused and uses the language of core values, vision, and mission in conversations with students.
- o Each quarterly awards ceremony includes Core Value awards which recognize growth.
- Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).
- o Our 5 Essentials report shows a strong commitment to the success of all students:
  - ? Teacher-Principal Trust = 92
  - ? Teacher-Teacher Trust = 76
  - ? Student-Teacher Trust = 99
  - ? Teacher-Parent Trust = 99
  - ? Teacher Influence = 94
  - ? Collaborative Practices = 78
  - ? Collective Responsibility = 93
  - ? School Commitment = 86
- ? School-wide supports include SAT tutoring, Khan academy practice, individual student conferences, academic support, the QRI reading group, Algebra Club, and the counseling How to Do School Group. In each case, faculty members are taking responsibility for all students and not just those in their classroom.
- o All teachers have an advisory which supports the school-wide goals
- o Classroom teachers run an eight-week after-school SAT tutoring session that is available to all junior students, not just the students in their own classroom.
  - Empower others to make or influence significant decisions.
- o 5 Essentials Report
  - ? Teaching Influence = 94
  - ? Instructional Leadership = 99
  - ? Quality Professional Development = 99
  - ? Collective Responsibility = 93
  - ? Collaborative Practices = 78
- o 100% of faculty serve on at least one school-wide leadership team
- o Weekly PD is embedded into the daily schedule.
- o Bi-weekly PD is embedded into the schedule through use of flex days.
- o PD is designed and delivered by teacher teams for the faculty.
- o MTSS changed the referral process several times based on teacher feedback.
- o Advisory scope and sequence open to feedback from full faculty each year.
- o Every professional learning cycle concluded with an instructional round and feedback session where full faculty weighs in on strengths, opportunities, and next steps.
- o The staff participated in short-term learning cycles focusing on student levels of mastery and differentiating instruction for all learners. Each cycle analyzed classroom practices, data, and student work.

- o Specific areas of strength (Excel, Atlas Rubicon, Google Apps, Fine Arts, ESL support, Special Education supports) are used to design PD for all faculty.
- Employ the skills to effectively manage change.
- o Full faculty monitors the CIWP four times a year
- o Each CIWP priority is managed by a school-wide team
- o Full faculty gets to review and approve each step of the CIWP writing process
- o Data is reviewed regularly (practice SAT and GPA comparisons by subgroup, advisory surveys, attendance) and used to course-correct during the school year
- Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
- o 5 Essentials:
  - ? Program Coherence = 99
  - ? Instructional Leadership = 99
  - ? Effective Leaders = 96
- Use the CPS Framework for Teaching to ground instructional guidance and coaching.
- o All PD is connected to Framework for Teaching
- ? DOK and differentiation (ILT) to Domain 1 and 3
- ? Designing Tier 1 (MTSS) to Domain 1 and 2
- ? Unit plan design (PPC) aligned to Domain 1
- o Each individual staff member has a coaching and observation log with the principal. All teachers had a goal-setting conversation with the principal based on an area of growth from the Framework for Teaching. After each observation, next steps are followed up in a coaching environment and refer back to the teacher's goals. All teachers get at least one coaching visit and conversation between REACH observations.
- Enable staff to focus and prioritize what matters most.
- o Teachers may choose which CPS PD to engage in or not.
- o Teachers have freedom to start new partnership (Chicago Cares, Goodman)
- o CIWP priorities are focused on high leverage strategies and monitored. Nothing is worked on by the full school that is not already outlined in the CIWP.
- o Conservative budget practices have stabilized the school community for a few years.
- o Focus on common expectations, school environment, and Core Values helps align priorities and buffer from distractions.
- o Director of Culture and Recruitment has allowed the counselor to focus on servicing students and the principal to focus on instruction.
- o All PD is connected to a CIWP priority or mandated by CPS.

## Guide for Leadership & Collective Responsibility

- o **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- o **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- o **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.
- o **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.
- o **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- o **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.
- o **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

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#### Instructional Leadership Team: ILT

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
  - o ILT-led PD is based on two professional learning cycle groups: one focusing on data-based grouping strategies and the second differentiating proficiency from mastery. Teachers had the option to self-select which group to join.
  - o Both professional learning cycles include developing cross-curricular frameworks, standard alignment, professional readings and discussion, peer observation and feedback, data collection and analysis, and analyzing student work at different performance levels.
  - o After the instructional round, the groups reflect on the work from the cycle and decide, as a team, the focus and goal for the next cycle.
  - o All professional cycles are centered around research-based strategies (annotation, MEL-Con, Question Formulation Technique, Using DOK) and connected back to our goal to increase reading, writing, and speaking skills.
- Share leadership for improving teaching and learning with representative school members.
  - o ILT membership: Principal, Resident Principal, English teacher, Math teacher, Spanish Teacher, and ESL / Bilingual Teacher
  - o Represents a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- Use protocols and ask probing questions.
  - o PD always has a protocol; the faculty has learned a set of protocols for PD that has also been generalized to classroom instruction.
  - o Every PD includes finding the next level of work, meeting the needs of the faculty for the next step in the cycle; Often steps are repeated as needed and requested.
- Use timely and relevant data/evidence sources.
  - o CIWP priorities based on a deep-dive of school performance and student performance metrics
  - o School goals are reviewed annually with the full faculty
  - o Progress monitoring include: practice SAT, grades, attendance, SEL screeners
  - o SAT data is disaggregated for priority subgroups
  - o Student work and classroom observations are implemented into learning cycles and ILT-led PD
- Schedule and structure frequent meetings.
  - o We meet every other Friday and keep a running agenda and minutes in Google Drive
- Collaborate effectively, value transparency, and inform and engage stakeholders.
  - o Team members have equity of voice
  - o People are thanked weekly in the Bulletin
  - o ILT reports out on CIWP process four times a year to full faculty and the ALSC (in addition to the monitoring)
- ? 5 Essentials Report
  - ? Teaching Influence = 94
  - ? Instructional Leadership = 99
  - ? Quality Professional Development = 99
  - ? Collective Responsibility = 93
  - ? Collaborative Practices = 99
- Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work (see above.)

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

### Professional Learning:

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

Score

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Professional Learning: MTSS, ILT, A-Team

- 5 Essentials:
  - o Effective Leaders = 93
  - o Collaborative Teachers = 86
  - o Quality Professional Development = 99, very strong
- Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
  - o The whole staff reviewed student performance data based on SAT practice and grade distribution by subgroups. The staff discussed strategies to close the achievement gap between different racial subgroups.
  - o ILT-led PD was on complex text, argumentative writing, and collaborative discussion. Once that was completed, the 5 Essentials indicators for Quality of Student Discussion = 99, very strong.
  - o ILT-led inquiry cycles were based on differentiated instruction, aligning learning tasks to standards, and clearly defining different student performance levels.
  - o MTSS-led development: Tier 1 toolbox, using MBI for grouping and individual interventions, using SAT data for grouping
  - o Advisory survey shows 100% of teachers feel PD is effective in their role as advisor
  - o Meeting needs of all students: Health PD, CPR Training, Bilingual PD, PD by Deaf and Hard of Hearing Itinerant
  - o Advisory PD is differentiated by junior and senior level advisory
  - o CIWP priority areas determined by a review of school data
  - Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)
    - o End of quarter advisory PD is responsive to advisory survey results
    - o ILT PD is based on the Professional Learning Cycle which consists of input, safe practice, professional reading and discussion, peer observation and feedback, looking at student work, and simultaneous instructional rounds
    - Structure time for teachers to collaborate and learn together.
    - o PD is embedded weekly on Tuesdays and “flexed” every other Friday
    - Make ‘safe practice’ an integral part of professional learning.
  - o Part of the ILT professional learning cycles
  - Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
  - o MTSS: follow up with teachers on student performance and effectiveness of interventions
  - o Advisory team leads and supports individuals on their team. Principal walks through all advisory.
  - o ILT cycle is built to monitor implementation and effectiveness of practices
  - Provide induction and support for new teachers.
  - o New teachers are supported by all.
  - o New teachers are provided a mentor internally and by CPS.
  - o New teachers get additional coaching observations and conversations with principal.
  - o New teachers have had classes co-taught with principal for support.
  - o Individual new teacher meeting on responsibilities, logistics, First 20 Days, etc.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals’ specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

**Aligned Resources:**

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

**Score**

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**Aligned Resources: PPC**

- Design a school day that is responsive to student needs:
  - o Our bell schedule contains three different daily schedules every week: a typical 8-period bell schedule, a schedule with two different advisory blocks, and a bell schedule that allows for flex PD after school bi-weekly.
  - o Our faculty approved a creative flex of opening PD to accommodate the college classes starting a week earlier than high school. Rather than having three full days of PD, we had four half-days and a full day on Friday with self-directed time in the morning. This allowed us to run an extended orientation colloquium for our new junior students at the same time they were attending half-days for college classes.
- Align Budget to CIWP priorities and the mission of the school:
  - o The three major annual purchases of programs and resources are:
    - ? Umoja: a research-based advisory program that improves school culture, non-cognitive skills, and post-secondary planning for all students. They are our partner for our weekly advisory program. This is aligned to our CIWP goals to improve college persistence and enrollment by explicitly teaching SEL skills.
    - ? Cambridge: We give students a BOY and MOY practice SAT. Cambridge provides the released exams, the scoring, and an analysis of trend by student group and question type. We not only purchase the individual score reports, but we also ask for reports by skill, teacher, and priority group.
    - ? DeVry University: our dual-credit and dual-enrollment partner enables all of our students to earn a free associate's degree while still in high school and access all of DeVry University's student service including career services, free software, computer labs, tutoring, and the university library.
  - o Our latest report from purchasing on October 13, 2015, shows that we spent 12% off-contract, much lower than the district average of 30%
  - o We have received Grants for the arts, and used the money appropriately to support our digital imaging and theater program. This is an area of opportunity for growth.
  - o Supplemental funding supports our Tier 2 intervention of Academic Support. It also supports SAT tutoring, AP tutoring, the summer counselor, and the practice exams used to monitor progress of all students.
- Streamline purchase procedures to minimize lapses between ordering and receiving materials.
  - o Teachers are able to make requests to the Principal directly. The clerk creates the PO within a day of the approved request.
- 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.
  - o After two years of partnering with Umoja on a weekly student advisory, our average unweighted GPA growth increased from -0.06 to +0.27. The percentage of students graduating with higher unweighted GPAs than when they entered our program has increased from 43.3% to 79.1%
  - o After two years of partnering with Umoja on a weekly student advisory, our college enrollment rate increased from 73.1% to 90.3%
  - o Our college persistence rate is 84.2%
  - o The last two years of using Cambridge for practice SAT and data analysis have yielded an average increase of 15 points (2016) and 29 points (2017) from the beginning of year practice SAT to the middle of year practice SAT.
  - o Our SAT overall average is 1070 (the CPS average is 968)
  - o The last two years, 100% of seniors graduated with both their high school diploma and their college degree. This is an increase from the historical average of 83% according to DeVry's internal statistics.
- Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
  - o All team members are invited to the interview for all candidates. The first round of interviews always includes teachers from the same disciplines.
  - o We have a process for hiring new candidates that includes set questions and a rubric that was developed as a team. New candidates first interview with a team and are invited back to demonstrate a sample lesson, a sample PD session, and a unit plan review.
  - o AP interviews included sample teacher feedback, a student discipline role-play, a parent conference role-play, and a recruitment elevator speech.

- o Input is welcomed from all team members and the final decision is made by the principal.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths
- o Our team includes a bilingual math teacher, bilingual English teacher, and bilingual clerk to better serve our students and parents.
- o Of eight teachers, two have double-certifications that allow us to offer all classes needed by our students. One is French and math certified, the other is English and Social Studies certified.
- Effectively utilize RSPs at the classroom level
- o Our RSPs are scheduled to be with us 1 day or less
- o Our psychologist gave a lesson on coping with stress and anxiety to all juniors after the BOY SEL screener showed a need. Our psychologist and social worker facilitate small group interventions.
- Use data including teacher evaluations and exit interviews to inform a retention strategy
- o Our faculty is very stable. In the last two years, we have had no changes in teacher placement.
- o Our 5 Essentials report shows a positive working climate
- ? Teacher-Principal Trust = 92
- ? Teacher-Teacher Trust = 76
- ? Student-Teacher Trust = 99
- ? Teacher-Parent Trust = 99
- ? Teacher Influence = 94
- ? Collaborative Practices = 78
- ? Collective Responsibility = 93
- ? School Commitment = 86
- 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.
- o For the past two years, we have done a school-wide winter colloquium consisting of sessions run by over 40 different guest speakers on topics of career paths and life skills. Over 95% of surveyed students described the colloquium as very useful.
- o We have partnered with CPD to teach all seniors about drunk and distracted driving and our PAC about internet safety.
- o We have partnered with the Goodman Theater to support school-wide arts integration
- o We have partnered with DeVry professors to provide professional development on adolescent development and teaching the growth mindset
- o We have partnered with Umoja to develop a weekly advisory program for all students focused on SEL skills, goal setting, and post-secondary preparation.
- o We have partnered with Cambridge for practice exams, data analysis, and targeted professional development.

## Guide for Aligned Resources

- o **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.
- o **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.
- o **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- o **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.**
- o **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.
- o **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.
- o **Effectively utilize Related Service Providers at the classroom level.**
- o **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.
- o **Make outreach efforts to engage community members as partners and resources.**
- o **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 3 4

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.

#### Curriculum: ILT, Full Faculty

- Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
  - o Vertical alignment is a challenge for our school (11th and 12th grade only)
  - o There is an opportunity to be intentional and purposeful about horizontal alignment and cross-curricular integration.
  - o Physics and Math teachers collaborate to teach cross-curricular content in recognition of the other's scope and sequence.
  - o MEL-Con is used to support argumentative writing across the curriculum in all classes.
  - o ILT has led a professional learning cycle on aligning classroom curriculum to CCSS, essential understandings and learning targets.
- 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.
  - o All unit plans include Big Ideas and Essential Questions
  - o Teachers create individual student trackers based on formative assessment to monitor the progress of important course skills and knowledge.
  - o All math classes have common Learning Targets that are tracked per student in each unit.
  - o Per class, grouping, lessons and tasks are designed based on previous student performance data.
- 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.
  - o Literacy goals are specified in unit plans in all subjects.
  - o School-wide First 20 Day routines include skills for annotating, writing, and discussing that generalize across classes and have specific content "lenses."
  - o English and Humanities classes contact a range of writings analyzing both fiction and non-fiction texts.
- Engage all learners in content areas by fully integrating opportunities for all learners, including:
  - o Modifications and accommodations for DL and EL students are included in all unit plans
  - o There is an opportunity to use ELL standards in planning.
  - o There is an opportunity to better differentiate and accelerate advanced students.
- Integrate academic and social emotional learning.
  - o Advisory skills and protocols extend into classes
  - o Kimochi circles are used for students to identify explain their current emotions in a circle with their teacher and peers
  - o First 20 Days routines include explicit teaching of Core Values and growth mindset
- Connection to real world, authentic application of learning. For example,
  - o New math curriculum is based on real-world application.
  - o Science classes regularly use labs despite the lack of laboratories. Online simulations are also used in class.
  - o World Language learning tasks incorporate student interests and knowledge
  - o Humanities learning tasks require students to connect literature to personal experience.
  - o Some students take field trips like the Blue Cross Blue Shield actuary trip, Goodman performances, Service Learning trips

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

1 2 **3** 4

Instructional Materials: ILT, Full Faculty

- Aligned to curricular plans and expectations of the standards.
- o All texts are at grade level
- o AP texts are approved by College Board
- o English and math materials are aligned to CCSS
- Varied and flexible.
- o Most courses include online resources to extend or remediate such as Khan Academy, flipped classroom lessons, and Pearson
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
- Equitably available and accessible to all teachers and students.
- o All texts are aligned to grade level expectations
- o A variety of novels and non-fiction texts are available to all teachers
- o All teachers have been able to request texts and supplemental materials. Most if not all requests have been granted over the last two years.
- o All students have access to college computer labs before and after school.
- Equitably available and accessible to all teachers and students
- o Students have full access to campus computer labs and academic centers
- o Teachers have equal access of up-to-date laptops and computer carts
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
- o Most courses have a webpage with resources and supports
- o Teachers utilize Google Apps and Remind 101
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
- o See above
- o Some science labs are online simulations
- o Some assessments are web-based and allow teachers access to data by student by item
- 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.
- o There is a variety of text and online resources
- o Senior Humanities has been using Kindles as individual devices.
- o Online surveys are used in the classroom for students to self-assess understanding of learning targets. These responses are used in classroom planning and differentiated grouping.
- o Formative assessments are designed to give students choice (ie deciding which writing prompt to complete, designing lab questions, selecting research topics.)

## Guide for Instructional Materials

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

- o **Aligned to curricular plans and expectations of the standards.**
- o **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.
- o **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.
- o **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.
- o **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.
- o **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.
- o **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

#### Rigorous Student Tasks: ILT, Full Faculty

- Begin with the belief that all students can learn. (see Culture for Learning)
- o 5 Essentials Academic Press = 99, very strong
- o Culture for Learning = 3
- o Most teachers have Proficient or Distinguished ratings for 2B
- o Students are given opportunities to re-take assessments after finishing tutoring or other remediation. Students are encouraged to learn from mistakes (the growth mindset).
- Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.
- o Classrooms are student-centered and collaborative with minimal whole-group direct instruction
- o Tasks are grade-level appropriate and challenging
- o AP classes use sample AP Exams for assessments and classroom activities
- o Tasks are literacy based and require reading, writing, and discussion
- o Mathematics tasks are based on problem solving and real world application. Many problems have multiple solution pathways
- ? Advanced Algebra Trigonometry uses the Interactive Mathematics Program (IMP) curriculum which consists of inquiry-focused units based on exploration and analysis
- Tasks reflect the key shifts in literacy
- o Complexity:
- ? Adopted Pearson curriculum for H English III
- ? Social Studies and AP Language courses utilize college level text: (Norton- America: A Narrative History, Patterns for College Writing)
- ? US History students regularly read and analyze primary sources
- ? Senior humanities students read most texts on Kindle
- ? STEM and World language classes have increased focus on reading non-text such as data tables, graphs and charts
- ? Courses use video and audio as source material as well
- o Evidence:
- ? All content areas utilize the MEL-Con essay writing structure that requires students to link evidence to the main idea.
- ? All content areas utilize a school-wide annotation framework to support close reading and comprehension
- ? Math courses utilize a TEG structure where students must support their claim with a table, equation, and graph
- o Knowledge:
- ? Annotation rubric supports reading with comprehension
- ? Literacy strategies are used school-wide so that students are reading to learn in all content areas.
- ? MEL-Con Rubrics continue to evolve to support students finding the best evidence and not just any evidence
- Tasks reflect the key shifts in mathematics
- o Focus:
- ? Scope and sequences focus on the most important topics in mathematics as defined by CCSS and SAT D&D, not all the topics in the text
- ? Five major units in Advanced Algebra Trig incorporate multiple targets aligned to key, overarching ideas
- o Coherence:
- ? All math units in Advanced Algebra Trig conclude with an overarching Unit Problem that synthesizes the information in a real world application
- ? Junior pre-calculus has been re-designed to support student achievement in AP Calculus BC
- o Rigor:
- ? IMP units are structured around solving extended real-world problems
- ? TEG (table, equation, and graphs) exercises require students to analyze complex problems in a variety of ways
- ? Students frequently write paragraphs defending their problem-solving methods and answers
- ? Honors and AP Physics courses are inquiry-based and focused on conceptual understanding of material
- ? Math courses have integrated math talks to support agency and identity in complex problem solving
- 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.
- o Students hold a public presentation of a chosen current even through a different studied framework from their college Ethics course.
- o Students organize and perform a Winter and Spring Showcase highlighting the skills they are building in their Theater Arts course.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
- o Looking at student work with a local protocol is included in each professional learning cycle at least once
- o The ILT-led Inquiry Cycle examines exemplar student work across areas to determine common characteristics of high-quality work.

#### Guide for Rigorous Student Tasks

- o **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.
- o **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge,

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Arrangements Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (EQIP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

### Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

#### Transitions, College & Career Access & Persistence: A-Team

- **TRANSITIONS** - Have structures and processes in place to ensure successful transitions (e.g. grade to grade, school to school, and school to post-secondary).
  - o New students and parents have a day-long orientation focused on resources, strategies, and skills needed to be successful in high school and college.
  - o New students have a week of half-day colloquium focused on habits of success, goal setting, and available resources.
  - o All students are monitored for grades and attendance every other week by MTSS.
  - o We partner with Umoja for our advisory and colloquium programming.
  - o All students take summer courses to help them take all requirements for high school graduation and their associate's degree
  - o We fund the summer counselor to avoid "summer melt".
  - o There is an opportunity to establish a routine to follow up during the first year of college.
  - o All students participate in the Winter Colloquium: a week of half-day workshops focused on skills and pathways of college- and career-readiness.
  - o Advisory curriculum is designed for a two-year scope and sequence to help transition from Junior to Senior year.
- **AWARENESS** - Expose students early to academic/professional worlds beyond K-12.
  - o Students take a career development course through the university.
  - o Students take inventories through Naviance such as the Myers-Briggs Inventory and career interest inventories.
  - o Parents made aware of academic opportunities and supports for their child through the newsletter, website, PAC meetings, robo-calls, and teacher calls.
  - o All students participate in the Winter Colloquium (see above)
  - o All teachers create a classroom display of an in-depth presentation of a specific career relevant to the particular content area.
- **READINESS** – Ensure equitable access to college preparatory curriculum.
  - o All students graduate with an associate's degree and no college debt.
  - o Students analyze their transcript during advisory once a semester, and set goals and action steps for improvement.
  - o Students are provided BAG (behavior, attendance and grades) reports every two to three weeks to monitor their progress.
  - o Students receive a bi-weekly attendance incentive.
  - o Students are recognized at quarterly award ceremonies; every quarter is a new chance to reach high standards.
  - o In advisory and in all classes students work on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation. There are Tier 2 and Tier 3 interventions for these behaviors.
- **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:
  - o Consumer Ed. final project for all juniors is to develop a life plan and budget including career and likely salary
  - o College reps are invited to DUAA. Students attend college trips and fairs.
  - o SQRP Data:
    - ? Drop-out = 0%
    - ? Attendance = 96.6%
    - ? Early College Credit = 100%
  - o Our Post-Secondary Counselor works with students during lunch and after school to help them make decisions post-high school regarding:
    - ? 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 for scholarships and financial aid and encouraging students to have real conversations with parents.
  - o Students are exposed to supportive programs that partner with their postsecondary choice that will ensure on-time degree or certificate completion
  - o All students apply to multiple colleges. Three (reach, match, safety) are required per senior contract and monitored by advisory teachers. Students who do not complete independently have one-on-one time with the counselor and/or career coach.
  - o The graduating class of 2017 with about 100 students was offered over \$11.5 million worth of scholarships.
  - o Students are able to apply for the Seal of Biliteracy if they speak more than one language
  - o There is an opportunity to more intentionally equip students and families with persistence strategies. (College Persistence Toolkit)

#### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS** - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of

college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

- ✓ Data on college visits and college fair information
- ✓ Naviance Monthly Data
- ✓ Scholarships awarded
- ✓ Ambition plans, or timelines related to successful transitions structures
- ✓ To & Through data

**Measures**

- ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates
- ✓ Early College and Career Credentials

**Five Essentials**    Ambitious Instruction    Supportive Environment

**MTSS Framework:**    [Curriculum & Instruction, Family & Community Engagement](#)

**CPS Framework for Teaching:**    [2b. Establishing a Culture for Learning](#)

**CPS Performance Standards for**    C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Everything College](#)
- ✓ [CPS Advisory Framework](#)
- ✓ [Preventing college plans from melting away](#)
- ✓ [To & Through Project](#)
- ✓ [Redefining College & Career Readiness](#)
- ✓ [College Scorecard](#)
- ✓ [CPS College Persistence Toolkit](#)
- ✓ [Identifying Linkages Between Summer Programs, Schools, and Community](#)
- ✓ [From HS to the Future \(CCSR, 2006\)](#)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

Instruction: ILT, Full Faculty

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
- o Instruction in all courses is at grade level and includes a variety of pedagogical approaches.
- Effectively communicate with students.
- o Average 3A score is proficient.
- o There is an opportunity to better anticipate misconceptions, guide students to make connections about the relevance of their learning, and make real world connections.
- o Literacy, including vocabulary, is included in all unit plans.
- Use questioning and discussion as techniques to deepen student understanding and challenge.
- o ILT has lead professional learning cycles focused on teacher questions and enabling students to ask questions (Question Formulation Technique).
- o MEL-Con requires students to cite evidence for claims in all classes.
- o Differentiated, flexible grouping in classes allow students to have discussions with other students of different personality types and learning styles.
- o There is an opportunity to more frequently and consistently have students ensure all voices are heard in discussion. It does happen occasionally, such as during seminar.
- Engage students in learning.
- o Average 3C score is proficient.
- o There is an opportunity to be intentional about scaffolding.
- o Grouping in all classes is data-based and aligned to the instructional task: sometimes it is heterogeneous, homogenous, based on Myers-Brigg and/or mastery level.
- o Students have input on grouping decisions
- Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
- o Teachers regularly incorporate formative assessments in the classroom.
- o Teachers use individual student trackers to monitor progress toward mastery.
- o Students reflect on their own progress and understanding of learning goals.
- o Students engage in peer-feedback systems in math and science classes.
- o Average score on 3D is proficient.
- o There are choices for projects in most classes.
- Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
- o Most teachers offer out of class tutoring to address individual needs.
- o There is an opportunity to incorporate more differentiation and targeted feedback and instruction during class.
- Foster student ownership
- o Students select the major for their Associate's Degree upon entering DUAA
- o There is opportunity for more student ownership in curriculum

## Guide for Instruction

- o **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- o **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.
- o **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.
- o **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.
- o **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*.
- o **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.
- o **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

#### Balanced Assessment & Grading: ILT, Full Faculty

- Use multiple measures (range of assessment types and multiple points in time) supplementing district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
  - o The 11th Grade PSAT, one mandatory practice SAT, and one optional are given and analyzed at the student level.
  - o Average 3D score is proficient.
  - o Math and physics classes use a form of standards-based grading, including multiple attempts to show mastery.
  - o Class assessments vary in type (projects, writing, multiple choice, short answer, essay).
- 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)
  - o Most teachers utilize classroom trackers that monitor the progress of mastery toward learning objectives.
  - o MTSS team monitors progress of Tier 2 and Tier 3 students bi-weekly and shares best practices and pertinent information with all necessary classroom teachers
  - o Each teacher participated in a data analysis conference with administration reviewing growth between two practice SAT tests and GPA
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
  - o IEP and 504 needs are met for all students.
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
  - o An adoption of the new Integrated Math Series includes unit projects based on real-world modeling and explanation of mathematical thinking.
  - o English assessments include writing across multiple texts including fiction and non-fiction.
- 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
  - o Whole-staff PDs throughout the year focus on comparing student SAT to classroom GPA data to check alignment of classroom performance and standardized testing. Data is broken down by special subgroups and disaggregated by grade level, teacher, and content.
- Improve and promote assessment literacy.
  - o This is an area of opportunity, but most courses are taught only by one teacher
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - o Common grading scale school-wide
  - o Grades monitored bi-weekly by MTSS
  - o GradeBooks are updated weekly with at least two assessments and a balance among the different weighted categories per the CTU professional grading standards and practices guidelines. All teachers adhere to the 9 a.m. deadline so staff can monitor grades.
  - o Professional Development sessions with teachers focus on creating a gradebook that reflects growth and is properly weighted according to importance of assignments. Professional Development also helps teachers plan check-points throughout the year for conferences and parent contact

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SQRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	<a href="#">Curriculum &amp; Instruction</a>
	<a href="#">1.c. Selecting Learning Objectives</a>
	<a href="#">1.e. Designing Student Assessment</a>
	<a href="#">2.d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3.d. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4.b. Maintaining Accurate Records</a>
Now What? Materials to Support Improvement Planning	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership --Grading + Reporting</a></li> </ul>

### Multi-Tiered System of Supports:

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

### Score

1 2 3 4

#### Multi-Tiered System of Support: MTSS

- TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)
  - o Teachers monitor and intervene during the first five weeks of the quarter and make a referral to MTSS if a student is struggling.
  - o MTSS meets bi-weekly to monitor individual students, set an action step, and review effectiveness of intervention.
  - o Grades are monitored weekly in the last five weeks of each quarter for Academic Support.
  - o Students who remain in Academic Support at the end of the first and second quarter are referred for individual coaching.
- TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').
  - o First 20 Days focus on agency routines like "What Do DUAA Students Look Like," Core Values, IDK (I don't know) protocol, and Growth Mindset
  - o Goal-setting lessons around BAG reports and SAT occur within advisory
  - o Transcript reviews are paired with reflection and goal setting each semester
  - o Advisory lesson on "wrapping up the first semester" provides an opportunity for reflection and goal setting.
  - o BAG reports are delivered every two – three weeks so students can monitor their progress
  - o Students receive a scholar dollar every time they maintain perfect attendance for two weeks
- Tier 1 – Provide universal SEL instruction/strategies to promote a positive school climate where all students' social and emotional growth is being addressed
  - o Advisory lessons for both junior and seniors focus on developing positive social and emotional skills, setting goals, and reflection
- ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
  - o MTSS meets every other week to monitor grades and attendance of individual students.
  - o Academic Support process monitors grades each week: students with a D or F are assigned study time.
  - o Bi-weekly attendance incentive monitors attendance every other week.
- 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.
  - o School psychologist trained all faculty and college dean on being an individual coach for effective effort.
  - o School psychologist works with MTSS team to complete BESS and Connor screeners and make appropriate referrals.
  - o School psychologist and school counselor run weekly small group meetings with students who tested relatively high for anxiety.
  - o School counselor runs weekly small group meetings called "How to do school" to help students build positive study habits.
  - o School social worker meets with all referred students from the screeners on Fridays.
- o MTSS protocol:
  - ? 1: What is happening? Review behavior, attendance, and grade data
  - ? 2: Why is this happening?
  - ? 3: What is our action? Who is responsible?
  - ? Next week: repeat. Was it effective? What is next?
- PLPs not applicable
- 5 Essentials:
  - o Ambition Instruction = 99, very strong
  - o Collaborative Teachers = 86, very strong
  - o Supportive Environment = 92, very strong
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.
  - o We maintain 100% IEP and 504 compliance.
  - o PAC monthly meetings focused on how parents can support their student. Meeting schedule:
    - October 14, 10 a.m.: FAFSA Workshops
    - November 16, 1:00 p.m./4:30 p.m.: State of the School, College & Scholarships
    - December 2, 10:00 a.m.: Internet Safety, Scholarships
    - January 20, 10:00 a.m.: 11th: SAT Prep; 12th: Student Loans
    - February 10, 10:00 a.m.: 11th: Transcript Review; 12th: Graduation Planning
    - March 3, 10:00 a.m.: 11th: SAT stress management; 12th: Award Letter Reviews
    - April 19, 1:00 p.m./4:30 p.m.: College and Scholarship Workshops
    - May 5, 10:00 a.m.: 11th: Summer School/College Binders; 12th: Senior Events

#### Guide for Multi-Tiered System of Supports

- o **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.
- o **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- o **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students

- have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

#### Culture for Learning: A-Team, ILT

- Create a culture that reflects a shared belief in the importance of learning and hard work. Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - o In advisory, students set goals and develop action plans based on BAG (behavior, attendance, and grades) reports and practice SAT scores. These goals are connected to attending and succeeding in college.
  - o In advisory, students are explicitly taught work ethic.
  - o Students are continually expected to meet high expectations, and are given multiple chances to show mastery through retakes and quiz corrections while still being held accountable for the work.
  - o BOY Advisory Survey (Agree or Strongly Agree)
    - ? Advisory helps me monitor my grades = 88%
    - ? My advisory teacher regularly talks with me about my grades and/or transcript = 74%
    - ? What I learn in advisory helps me to do better in my high school / college classes = 77% / 73%
    - ? Advisory has helped me better understand how my work ethic contributes to my success as a student = 85%
    - ? I believe I can get better grades if I work hard enough = 97%
  - o Growth mindset is explicitly taught as part of the First 20 Day routines.
  - ? In 2018, we taught Growth Mindset 2.0 that emphasizes the importance of working “smart”, not just working “hard”
  - o All students earning a “C” or better in all classes is part of the CIWP priority
  - o Students are monitored weekly and sent to Academic Support in the last five weeks of the quarter if they earn a D or F in their class. (The name “Academic Support” was chosen strategically to enforce that after school study hall is a space for students to receive extra support to be successful in their classes instead of a punitive measure.)
  - o Quarterly awards ceremonies recognize Honor Roll, Perfect Attendance, and Core Value awards for grit. All students have an equal chance to be recognized each quarter.
  - o All students are recognized by the end of the year.
  - o Students are encouraged to share struggles and receive “just-in-time” support
  - o Counselor runs “How to Do School” group for students struggling to manage their time and build proper study habits in school.
  - 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.
  - o Juniors and seniors are held accountable to a contract each year
  - o 3D scores are generally proficient or distinguished for most teachers
  - o Students self- and peer-assess 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.
  - o Students work in groups to encourage collaboration in creating high-quality work.
  - o Some courses have used a work ethic reflection.
  - o There is an opportunity to have students better self-assess and monitor effectiveness of learning and organizational strategies
  - Provide students frequent, informative feedback.
    - o Feedback is targeted on improvement
    - o Formative assessment is frequent in most classrooms
    - o GradeBooks are updated weekly with two grades per class
    - o IDK protocol encourages students to take responsibility for persevering to solve problems
    - Develop academic mindsets and behaviors.
    - o Explicitly teach the Growth Mindset in all classes
    - o Encourage students’ sense of belonging to the school and classroom community (see Relationships). See BOY Advisory survey results.
    - o See Academic Support and MTSS. BAG reports are distributed every two to three weeks.
    - o Behavior, skills, and work expectations are related to being successful in college and career, not just the course.
    - o “What do Wonderful DUAA Students Look Like?” is part of the school-wide First 20 Days.

#### Guide for Culture for Learning

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

- Teach a growth mindset that over time with effort and practice, students can learn and succeed.
- Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of 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

#### Relational Trust: A-Team

- Develop trusting relationships with students so each student has at least one trusted adult in the school. Adult-student interactions are positive, caring, and respectful.
  - o 5 Essentials
  - ? Supportive Environment = 92, very strong
  - ? Student-Teacher Trust = 99, very strong
  - o BOY Advisory Survey (Agree or Strongly Agree)
  - ? Advisory helps me feel like I belong at this school = 80%
  - ? I have a meaningful, positive relationship with my advisory teacher = 90%
- Foster supportive, caring and respectful staff-student interactions.
  - o Restorative approaches are used over punitive measures to address conflict and repair harm to relationships
  - o CPS Framework for Teaching:
    - ? 2A is proficient or distinguished for all teachers.
    - ? 2D is consistently proficient for most teachers
  - o Core Values, including Unity, are taught explicitly
  - o Teachers use positive framing to promote positive classroom environments
  - o Service Learning Club works with a variety of community partners.
- Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
  - o BOY Advisory Survey (Agree or Strongly Agree)
  - ? There are students in my advisory who encourage and support me = 89%
  - ? Students in my advisory get along with each other = 95%
  - o SCC violations do not include physical fighting
  - o There is an opportunity to develop an intentional mentoring program
  - o Peer Council is a student-group that addresses SCC violations through restorative practice.
  - o Mission includes “atmosphere of mutual respect and trust” and is a guiding principle. Core Values include Unity which stresses mutual respect and tolerance for all
- Understand race and equity and its impact on student learning; recognize and support students’ diverse social identities
  - o The entire staff participates in quarterly half-day professional development led by Umoja discussing equity, privilege and diversity.
  - ? The staff learns definitions of bias, Microaggressions, and systemic racism and how these ideas may affect students
  - ? The staff learns specific strategies for how to respond to hurtful language
  - ? The staff completed self-reflection based on the implicit bias test (IAT)
  - ? The staff reviewed GPA and SAT data by racial subgroups and had strategic conversations about how to address the gap between different groups of students
- Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)
  - o 5 Essentials
  - ? Teacher-Teacher Trust = 76
  - ? Teacher-Principal Trust = 92, very strong
  - ? Collaborative Practices = 78
  - ? Collective Responsibility = 93, very strong
  - ? Quality Professional Development = 99, very strong. PD is mostly provided for teachers by teachers, not outside consultants.
  - ? Teacher Influence = 94, very strong
  - ? Instructional Leadership = 99, very strong

#### Guide for Relational Trust

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

#### Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Student Voice, Engagement, & Civic Life: Culture Team, A-Team

- Study politics
  - o In social studies, students study political structures in the US and internationally.
  - ? Students also have the option to take the Constitution test depending on high school graduation requirements.
  - ? During discussion, students are encouraged to make connections between historical politics and current policy
- Become informed voters and participants in the electoral process
  - o Our teachers provide students with voter registration cards so they can participate in local and national elections
  - o National Honors Society held a voter registration drive the first two weeks in February.
- Engage in discussion about current and controversial issues
  - o The social studies curriculum includes DBQ learning tasks focusing on controversial issues
  - o Advisory lessons include a review of DACA and the process for renewal in response to current national decisions
  - o Advisory lessons generally incorporate current news stories and events that relate to lessons focusing on identity and networks
  - o Students take a college Ethics course where they apply an ethical framework to a present-day issue through a public presentation
  - o In the CPS Civic Engagement School Report, 96% of students reported Agree or Strongly Agree to the statement "I have discussed current events and/or controversial issues."
- Explore their identities and beliefs
  - o Advisory lessons focus on identity in the context of gender, race, background, interests, skills, beliefs, values, etc.
  - o Humanities classes incorporate student experience and background in analysis of literary text
- Exercise student voice
  - o Civics report based on MSMV shows our student agree or strongly agree much more than the CPS average to questions about having a voice in school.
  - o Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school.
  - o Clubs are based on student interest. Some clubs persist (Service Learning, National Honors Society, Student Council, Peer Council) but all others go through a yearly application process: as student interest changes, so do our club offerings.
  - o Approved Clubs 2017-2018
- Club Description Want to Join? Contact the leader!
- Women Empowerment I want to give girls the opportunity to come together and help each other. I want women to be more confident and self-assured. Community Leader  
Student Leader: Naya S.
- Photography / Art Club We would be taking pictures, becoming better photographers, and organizing and working with other clubs. We may work in other mediums as well. People who are creative and committed should join this club. Not only could this help people with making it a profession but it will also be fun and a great way to make friends and do something you like. Mr. Hungerford  
Mr. Brown  
Student Leader: Alex D.
- Muslim Club We plan events and places to attend over the weekends. We simply go to the place and hold up boars and posters saying things like "I am a Muslim and I am not a terrorist" or "Can I get a hug?" This will get rid of the stereotypes people have on Muslims that they are all terrorists. we will also plan fundraising events for the school. Muslims should join as the stereotypes are on Muslims mainly. They should join because as a community, we want to help get rid of the labels on Muslims. Mr. Lebyrk  
Student Leader: Aqsa G.
- Latin Dance We will be teaching students about the Latin culture and the how to dance the cultural dances. Anyone who is open minded should join this cub. Someone who is looking to get involved, and have some fun learning about a new culture. Students should join this club because it allows the community to become united through the arts. Ms. Hindi  
Student Leader: Matt A. & Alejandro F.
- Black Student Union Black Student Union is basically a club to show other African Americans that we can come together. Talk about topics that are usually silenced and make us feel pushed aside. Lastly any one can join the "Union", it's not necessarily for one ethnicity but for people who want to see a change in each other. Ms. Washington  
Student Leader: Iyayiosa I.
- Newspaper Club The Scholastic will be the official school newspaper for DUAA. If you love photography, design, art, journalism or writing this club is the perfect fit for you. You should join because you will be reporting about what happens here and will have a

chance to write about topics that school is familiar with and most likely not familiar with. Ms. Schiller

Student Leader: Isaiah W.

Gamerz Paradise This is a community group of united students that want to relieve stress with the use of determination to advance in something productive while growing strong bonds through cooperation and teamwork. This process is all done through the use of gaming, communication, fun, and most of all success. Prof Heide

Student Leader: Domani M.

Mandarin Club In this club, we will be learning about the language and culture of China. We will learn how to speak, and write in Mandarin. Anyone who is interested in being immersed in a world of beautiful characters and sounds is welcome to join! Chinese is the language of the future, and it will be very beneficial to students who want to stay in the technological field after high school. Prof Bodnar

Student Leader: Shelly F.

Instrumental music Students will be able to learn the basic theory of music, as well as instruments in the future, hopefully. If any student loves music, and has ever wanted to learn how to play an instrument, then this is the club for them! Ms. Blackwood

Medical Club Learn about careers in the medical field! Community Leader

Student Leader: Jayline P.

Cosmetology Club Learn about make-up, hair, nails and develop a club that encourages one another to be positive and confident

in our self-image. Ms. Torres

Student Leader: Jayline P.

Student Voice Committee Get involved to make DUAA the best place it can be! Dr. Dillard & Ms. Hindi

Peer Council Peer Council is a group of students that focus on repairing any harm that is caused within our school community.

The group reinforces DUAA's restorative justice approach to discipline. Ms. Drake

Service Learning Club Design and participate in service learning events. Help our larger community and develop leadership skills.

Requires commitment for a full cycle. Ms. Vazquez & Ms. Miller

National Honors Society Recognizing excellence in scholarship, leadership, service, and character. By induction only. Ms. Miller

Student Leader: Caslyn R

Robotics Club Build robots and compete against other robots! No experience necessary. Mr. Lebryk & Profs Waksanski and Nichols

Student Leader: Esteban N

? We do not monitor impact nor quality

o Students choose their major for their Associate's Degree upon enrolling at DUAA

o Choice of research project in ENG 135

o Choice of research project and presentation in Ethics

o 84% of students stated they agreed or strongly agreed to the statements

? "If students express concerns about a school policy, school leaders are responsive."

? "If students express concerns to their teachers about their class, teachers are responsive."

• Authentically interact with civics leaders

o Service learning club partners with Chicago Cares.

o All students participated in the Winter Colloquium where they networked and attended workshops held by community leaders in different career fields

o Students met with a delegation of educators and youth organizers visiting from France to talk about youth policy.

• Engage with their community

o Plan school-wide events

? The Black Student Union organized a fair for Black History Month celebrating key leaders in different categories and different decades

? The Student Voice Committee organized monthly Game Nights at school to bring together students from different grades/social circles

? Homecoming and Prom Committee (two different groups) plan decorations, music, and theme for the major high school dances

o 56% of students reported Mostly True or Completely True to the statement, "Getting involved in improving my community is important to me."

o 67% of students reported Mostly True or Completely True to the statement, "There are issues in my community or the nation that I care deeply about."

• Take informed action where they work together to propose and advocate for solutions

o Peer Council made the list of possible second chance standards for seniors.

o Student Voice Committee interviewed adults and students in the school community to decide the strengths and areas of growth and planned events to address these areas of growth

• Experience a Schoolwide civics culture

o Advisory surveys BOY, MOY, EOY are taken. They are discussed by faculty and not with students.

o National Honors Society takes initiative for voter registration, pantry drive for the full school.

o Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).

? Students rank programming choices

? Final decisions are based on graduation requirements

? All students are in the dual-credit, dual-enrollment program

? SQRP Early College Credential = 100%

o The Civics curriculum will be embedded within our college courses that will provide opportunities to discuss current and controversial issues.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

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

### Safety & Order:

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

### Score

1 2 3 4

#### Safety and Order: Culture Team

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
  - o 5 Essentials
- ? Supportive Environment = 92, very strong
- ? Safety = 70, strong
- ? School-wide Future Orientation = 99, very strong
- ? Student – Teacher Trust = 99, very strong
- Provide clear procedures for reporting and responding to safety concerns.
  - o We have an established Emergency Management Team.
  - o Our FIMS plan is kept up to date.
  - o We complete all expected drills and the allergen drill.
  - o Opening fall PD always includes emergency management training.
  - o Step-by-step guide to respond to emergencies, class rosters, and ELSA codes in red folders in all classrooms.
- Manage efficient and orderly transitions between activities.
  - o First 20 Day activities include orderly transitions throughout school.
  - o Halls are safe, generally orderly, and passing periods are monitored by school staff.
  - o There have been no instances of physical misconduct in five years.
- Provide a framework for positive behavior throughout the school based on shared values and expectations.
  - o Core Values are posted and reinforced by all members of the DUAA team, including the college faculty and staff.
  - o Junior and Senior contracts hold high expectations for all students.
  - o “What do DUAA students look and sound like?” is a consistent message enforced from Junior orientation and used by all teachers
- Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
  - o First 20 Day routines explicitly teach behavior expectations for all.
- Have a voice and take informed action.
  - o The Student Voice Committee works together to collect information from peers and staff regarding school culture and climate and problem solves as a team to address areas of growth.
  - o Peer Council works with the school counselor to address discipline issues through a restorative practice
  - o Students collaborate with staff to organize protests, walk-outs, and take civic action in response to current and controversial issues
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
- o Discipline is instructive and not punitive: teachers and administration focus on what went wrong, why, and how to make improvements.
  - o Conflicts are resolved through mediated conversations and peace circles
  - o Peer Council addresses student conflict with the school counselor
  - o Teacher Expectations in Opening PD: Safety and security is everyone’s responsibility. When everyone helps to contribute to a safe and civil school environment, everyone benefits. At a minimum, all teachers are expected to:
    - ? Be in the hallways, at your door, during each passing period to monitor and encourage students to get to class on time (if you are traveling, please monitor your door once you arrive and double-check IDs for students in the room!)
    - ? Welcome students into class, and check for IDs as they enter.
    - ? Support the School-wide core values
    - ? Intervene (student conference, parent phone call, etc.) for minor acts of misconduct in the classrooms. Office referrals are appropriate for major acts of misconduct or when interventions for minor acts have been unsuccessful and require the support of the principal.
    - ? Always treat students with respect, and diffuse situations rather than engage in power struggles with students
    - ? Review emergency management procedures and update your red folder
- Clarify criteria for office referrals versus classroom managed behavior.
  - o Teachers are encouraged to use positive framing to address classroom misbehaviors and to build relationships with students
  - o Most teachers receive proficient on 2D

#### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**

- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

**Restorative Approaches to Discipline:**

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

Score

1 2 3 4

#### Restorative Approaches to Discipline: Culture Team

- PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
- o Core Values and "What Do DUAA Students Look and Sound Like?" are posted in all rooms and explicitly taught to all students are part of the First 20 Days
- o The First 20 Days strategies that are taught to all students also include common instructional routines such as annotation, MEL-Con, and Conversation Roundtable
- o Full First 20 Day list of strategies with pages in student and parent handbook:  
Culture Reading, Writing, Speaking and Listening  
Core Values  
Pg 2 / Poster Collaborative Presentation Annotation  
Pg 15 / Poster  
Growth Mindset Conversation Round Table MEL-Con  
Pg 14 / Poster  
Level of Conversation  
Poster (Pg 9) Accountable Talk IDK routines  
Pg 16 / Poster?  
What do DUAA students look like?  
Pg 8 Numbered Heads Together Class Rules / Procedures / Grading / Syllabus  
Think-Pair-Square and listening! QFT
- o Culture team organizes routines to support a restorative environment. While each response is tailored for the student, situation, and severity of misconduct, In general:
  - ? First offense: Principal/Resident Principal/Counselor/Admin/Teacher conference focused on what went wrong and proper strategies for resolution. Reflective apology letter is written.
  - ? Second offense: Student is referred to Peer Council. Restorative consequences are assigned once student has full understanding of the harm caused; parents are contacted.
  - ? Third offense: parent/admin/student conference
  - ? Fourth offense: SCC write up
- o All juniors and seniors receive contracts that summarize their major expectations for the year as well as the consequences of not meeting expectations.
- o For students who are able to reflect on why they did not meet expectations, second chance contracts are offered by principal and counselor giving students a second chance to meet a higher standard to earn the privilege back.
- o Students are recognized each quarter at an Awards Ceremony for Honor Roll, Perfect Attendance, and Core Values. Each quarter is a new chance for all students to reach these levels of excellence
- o Bi-weekly attendance incentives provide multiple opportunities for students to improve and be recognized.
- o Teachers maintain contact logs. Families are contacted when needed. Mission of independent and empowered learners means we work with students first
- INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
- o Weekly advisory lessons are aligned to SEL standards. Students receive explicit instruction on decision-making, goal setting, hard work, and healthy relationships.
- o Advisory BOY survey (Agree and Strongly Agree)
  - ? I believe advisory contributes to my success as a student = 76%
  - ? I have a meaningful, positive relationship with my advisory teacher = 90%
  - ? There are students in my advisory who encourage and support me = 89%
  - ? The Kimochi / Circle check-in we do in advisory have helped me become more aware of my feelings = 61% / 63%
- o First 20 Days explicitly teaches school culture.
- RESTORATIVE – Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.
- o Ensure classroom instruction continues when problem behavior occurs.
- ? Most misbehavior is handled effectively at the classroom level. 2D performance is consistently at the Proficient or Distinguished level for all faculty
- ? If an issue cannot be handled during class, student is sent to the office for resolution and classroom instruction continues.
- o Suspension is rarely used and only for drugs, weapons, and theft. Even then, it is one day and paired with restorative practices. ISS is also a last resort after all other restorative practice have been exhausted. From CPS.EDU:
  - ? # of OSS per 100 students in 2017 = 0.0. CPS average = 20.8
  - ? % of misconducts resulting in OSS in 2017 = 0%. CPS average = 18.3%
- ? In the past two school years, there have been 2 incidents of misconduct resulting in In School Suspension. Each incident was paired with a restorative conversation.
- o While each response is tailored for the student, situation, and severity of misconduct, in general:
  - ? First offense: Principal/Resident Principal/Counselor/ Admin/Teacher conference focused on what went wrong and proper strategies. Reflective apology letter is written.
  - ? Second offense: Student is referred to Peer Council. Restorative consequences are assigned once student has full understanding of the harm caused. Parents are contacted
  - ? Third offense: parent/admin/student conference
  - ? Fourth offense: SCC write up
- o Counselor runs peer council. Counselor and Culture Director work together to address misbehavior in an instructive and restorative way (see above)
- o Teachers are included in the response to referral process. Often the first step is to hold a restorative conference with the student, teacher, and culture team member.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

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

Score

1 2 3 4

#### Parent Partnership: Culture Team

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

o 5 Essential Survey Results

? Involved Families = 90, very strong

? Teacher-Parent Trust = 99

? Parent Involvement in School = 86

? Parent Influence on Decision Making in Schools = 85

o Clerk is bilingual and works extended day every day so that all parents can contact the Main Office from 7:00 am until 4:00 pm

o Parents have access to Counselor and Principal email and direct lines

- 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).

o New student orientation is focused on student success and resources for students and families. 100% of new students attend with a parent or family representative.

o Winter Showcase is open to all parents. Students are encouraged to bring family members as part of the experience. Invitations

are sent in both languages via email and robo-call, and skits included Spanish language scenes.

- o On average, over 66% of parents attend Report Card Pick up. Information is sent via email and robo-call in English and Spanish.
- o Monthly PAC meetings are scheduled based on a parent survey at the beginning of the year. In 2017-2018, the average attendance has been 25/193 families. Materials are sent out via the parent and student newsletter for families who cannot attend.
  - Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
- o All staff contact is included in syllabi, the student and parent handbook, and online
- o Teacher – Parent Communication Expectations
  - ? When parents are involved, students achieve more. Remember that parents are our partners. In order to build empowered and independent learners, a phone call home may not be the first intervention, but if the issue does not resolve quickly, we must let the parents know if:
    - ? A student is in danger of failing.
    - ? A student is not meeting behavior expectations.
    - ? There is a repeated attendance issues; (the main office makes daily calls)
    - ? Maintain a positive tone of respect and partnership.
    - ? Return calls/emails promptly, within two business days.
- o May PAC meetings always include a chance to revise the Parent Involvement CIWP plans
- o ALSC meetings are held four times a year. Parent representatives are able to give feedback and raise 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).
- o We held five FAFSA workshops on Saturdays and various evenings in addition to the school-time FAFSA workshops for families.
- o PAC topics for the 2017-2018 school year are aligned with the school calendar and focus on how parents can support their students' success in school and post-secondary planning:
  - o 2017-2018 PAC Schedule:
    - October 14, 10 a.m.: FAFSA Workshops
    - November 16, 1:00 p.m./4:30 p.m.: State of the School, College & Scholarships
    - December 2, 10:00 a.m.: Internet Safety, Scholarships
    - January 20, 10:00 a.m.: 11th: SAT Prep; 12th: Student Loans
    - February 10, 10:00 a.m.: 11th: Transcript Review; 12th: Graduation Planning
    - March 3, 10:00 a.m.: 11th: SAT stress management; 12th: Award Letter Reviews
    - April 19, 1:00 p.m./4:30 p.m.: College and Scholarship Workshops
    - May 5, 10:00 a.m.: 11th: Summer School/College Binders; 12th: Senior Events
- o Parent volunteers help with our recruiting event and highlight our responsiveness and support.
- o All courses send home syllabi explaining the learning expectations, grading policies, and additional resources are sent home to parents in the beginning of the year and are posted on the website.
- o Parents have volunteered to help sponsor clubs, run refreshments at Homecoming, and provide monetary support for student activities.
- o All ALSC parent positions are full.
- o All PAC officer positions are full.
- o Our Parent Portal Rate is 85%. The bi-weekly newsletter and the website include instructions on how to access grades and attendance, and who to contact for support.
  - Frequently communicate with families about class and individual activities and individual student's progress.
- o BAG (behavior, attendance, and grades for both high school and college) reports are sent home every two or three weeks. A robo-call is sent so parents know to ask for it, and whom they can contact for another copy if needed.
- o The school provides consent for vision and dental clinics as part of the orientation paperwork. Vision clinics, dental cleanings, and flu shot clinics are provided throughout the year
- o We are in 100% medical compliance
  - Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
- o MTSS monitors student attendance bi-weekly
- o Bilingual clerk makes home contact daily for tardies and attendance. Teachers make contact for patterns of two or more absences or tardies.
- o Each BAG report has a follow-up from the attendance team. Any student with seven or more absences is contacted by the counselor, clerk, or culture director. Conferences are set up and action plans are produced.
- o 2017-2018 SQRP attendance = 96.6%
  - Provide proactive communication (e.g. parent handbook and resources).
- o Handbooks, syllabi, and important announcements are posted on the school website.
- o Principal emails a bi-weekly newsletter to all parents.
- o All newsletters are translated into Spanish.
  - Partner equitably with parents speaking languages other than English.
- o We have bilingual staff in the faculty and in the office. Important home communication is available in English and Spanish. We have occasionally had parents who speak other languages and have been fortunate enough to partner with University employees for translation.
- o Part of the PAC budget is to provide for a Spanish translator.

## Guide for Parent and Family Partnership

- o **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- o **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).**
- o **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
Five Essentials	Involved Families
ATSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communication with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus 0= Not of focus
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 0
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 0
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 0
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 0
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 0
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 0

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: Aligned Resources	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	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)

17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>My Voice, My School 5 Essentials Survey</b>					
We have been at highly organized for four years and plan to continue this high level of excellence.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>PSAT 9 Annual Growth Measure</b>					
N/A, we only serve 11th and 12th grades. (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
<b>PSAT 10 Annual Growth Measure</b>					
N/A, we only serve 11th and 12th grades (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
<b>SAT Annual Growth Measure</b>					
N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
<b>3 yr Cohort(SAT) Growth Measure (this will be a new metric)</b>					
N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
<b>African-American School Growth Percentile SAT11</b>					
N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00

**Hispanic School Growth Percentile SAT11**

N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
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**English Learner School Growth Percentile SAT11**

N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner School Growth Percentile SAT11**

N/A, we only serve 11th and 12th grades so growth is not calculated for our school (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
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**Percent Meeting College Readiness Benchmarks**

As we focus on improving our assessment and curriculum work, we should be able to target more learners to reach the college readiness benchmark	(Blank)	75.00	75.00	80.00	82.50
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**Early College and Career Credentials Rate**

We are a dual enrollment, dual degree program. Our goal is for all students to graduate with both the high school diploma and the DeVry associate's degree.	99.00	100.00	100.00	100.00	100.00
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**Freshmen On-Track Rate**

N/A, we only serve 11th and 12th grades (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
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**4-Year Cohort Graduation Rate**

N/A, we only serve 11th and 12th grades (the system requires a numeric goal, so we entered 0)	(Blank)	(Blank)	0.00	0.00	0.00
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**1-Year Dropout Rate**

We have had 0% drop out rates for the last two years and plan to continue this high level of excellence	0.00	0.00	0.00	0.00	0.00
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**College Enrollment Rate**

Our vision is for students to be able to transition successfully and seamlessly to their post-secondary life. Our work with advisory and post-secondary planning should lead to increases.	80.00	79.00	80.00	85.00	90.00
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**College Persistence Rate**

Our vision is for students to be able to transition successfully and seamlessly to their post-secondary life. Our work with advisory and post-secondary planning should lead to increases.	88.00	84.00	85.00	87.00	89.00
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**Average Daily Attendance Rate**

We are proud of our high ADA. We will continue to work to decrease absences.	97.00	96.00	97.00	97.30	97.50
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Custom metrics

2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
The percentage of students who finished the associate's degree at DUAA					

Our goal is to maintain our excellent associate's degree graduation rate.	100.00	(Blank)	100.00	100.00	100.00
Restorative Practices					
We will renew our exemplary supportive school certification (the system requires a numeric goal, so we entered 100)	(Blank)	(Blank)	100.00	100.00	100.00

## Strategies

### Strategy 1

If we do...

maintaining our systems of monitoring and intervening while adding school-wide professional development focused on Tier 1 classroom practice and differentiation

...then we see...

more effective differentiation and more effective problem-solving

...which leads to...

higher GPA, fewer students in study hall, more consistent growth at all performance levels.

Tags:

MTSS, Diverse Learners, English Learners, Personalized Learning

Area(s) of focus:

1, 5, 4

Action step	Responsible	Timeframe	Status
Provide PD in the opening days of SY19 on how to move beyond informing parents of current status and partner with parents around student success.	MTSS	Aug 27, 2018 to Aug 31, 2018	Completed

### Parent partnerships

Provide PD in the opening days of SY19 focused on use of GradeBook: balance of categories, timing of major assessments, flexibility for students requiring intervention.	MTSS	Aug 27, 2018 to Aug 31, 2018	Behind
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### Gradebook

Design a session to share the learning from Data-Based Grouping Strategies and Proficiency to Mastery groups from SY18.	ILT	Aug 27, 2018 to Nov 2, 2018	Completed
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### Assessment

Design and deliver peer supports for students who are flagged through BAG reports (ex: peer mentors for attendance, peer council for second chance contracts)	MTSS	Sep 10, 2018 to Nov 3, 2018	Behind
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### Tier 2

PD focused on student 1st quarter GPA and PSAT scores dis-aggregated by gender, subgroup, and content area. Analyze if all groups are progressing equally and brainstorm classroom supports.	MTSS	Nov 5, 2018 to Feb 1, 2019	On-Track
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### Equity

Follow-up on PD focused on use of GradeBook: balance of categories, timing of major assessments, flexibility for students requiring intervention.	MTSS	Jan 31, 2019 to Feb 1, 2019	Not started
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### Gradebook

Use GPA, SAT growth, attendance, behavior, academic support lists, etc, to review the new class of students and frame supports for the second semester	MTSS	Feb 4, 2019 to Mar 8, 2019	Not started
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**Tier 1**

PD focused on student 2nd quarter GPA and MOY pSAT scores disaggregated by gender, subgroup, and content area. Analyze if all groups are progressing equally and brainstorm classroom supports.	MTSS	Feb 4, 2019 to Mar 8, 2019	Not started
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**Equity**

Design and implement strategies to capture student voice about the instruction at DUAA	MTSS	Apr 15, 2019 to Jun 14, 2019	Not started
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**Student voice, engagement, & civic life**

Design and implement strategies to capture student perception on teachers, courses, and grading policies	MTSS	Apr 15, 2019 to Jun 14, 2019	Not started
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**Student voice, engagement, & civic life**

PD focused on differentiated assessment: focus on student assets, flexibility in how to show mastery, move beyond test corrections / re-takes to more creative measures of mastery	MTSS	Aug 26, 2019 to Nov 1, 2019	Not started
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**Assessment**

Design and deliver PD on integrating student choice into curriculum and assessment	MTSS	Nov 4, 2019 to Jan 31, 2020	Not started
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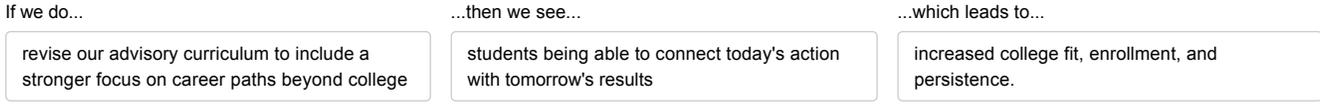
**Assessment**

PD focused on how to creatively and effectively use our special education teacher in a variety of settings	MTSS	Feb 3, 2020 to Apr 3, 2020	Not started
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**Co-teaching**

PD focused on creating extension activities for students who have mastered material quickly	MTSS	Apr 6, 2020 to Jun 12, 2020	Not started
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**Strategy 2**



Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement  
 Area(s) of focus: 3

Action step	Responsible	Timeframe	Status
A-Team will design and deliver PD focused on how teachers can best utilize the career corners created in SY18.	A-Team	Aug 27, 2018 to Nov 2, 2018	Completed

**Career readiness**

A-Team will recruit and organize a diverse pool of parent and community volunteers to speak about multiple careers during the Friday college sessions, lunch and learns, and panels.	A-Team	Aug 27, 2018 to Jun 21, 2019	On-Track
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**Parent involvement, Career readiness**

A-Team will design and deliver PD focused on how to engage students in our career corner development, updates, and implementation	A-Team	Aug 26, 2019 to Jun 26, 2020	Not started
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**Career readiness**

**Strategy 3**

If we do...

...then we see...

...which leads to...

use our PD time to focus on aligning curriculum maps to standards and designing formative and summative assessments that measure mastery of learning targets	teachers knowing each individual student's progress in learning as measured by the CCSS	higher individual academic growth for all students which translates into higher college entrance scores and higher GPAs
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Tags:  
Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning

Area(s) of focus:  
1, 3, 4, 5, 2

Action step	Responsible	Timeframe	Status
In the First 20 Days routines, we will add analysis of class rubrics so that students develop a deeper understanding of the criteria used to assess their work: (1) how to read the rubric, (2) use the rubric for self-assessment, (3) use the rubric for peer / sample assessment, (4) develop "critical attributes" for performance levels, (5) Use "re-do" instead of missing to reinforce growth mindset	ILT	Aug 27, 2018 to Aug 31, 2018	Completed

**Assessment**

Design a session to share the learning from Data-Based Grouping Strategies and Proficiency to Mastery groups from SY18.	ILT	Aug 27, 2018 to Nov 2, 2018	Completed
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**Assessment**

Design and deliver PD cycle focused on planning formative and summative assessments within unit plans, ie when do we assess and what do we assess	ILT	Sep 10, 2018 to Feb 1, 2019	Behind
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**Assessment**

Design and deliver PD cycle focused on using summative and formative assessments to track individual learning by both students and teachers	ILT	Feb 4, 2019 to Apr 12, 2019	Not started
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**Assessment**

Design and deliver PD cycle focused on creating assessments that accurately measure attainment and growth towards college-readiness benchmarks. Consider the timing of skills and knowledge needed for SAT and AP exams; consider student achievement data.	ILT	Apr 15, 2019 to Jun 14, 2019	Not started
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**Assessment**

Add tracking of mastery to First 20 Days	ILT	Aug 26, 2019 to Nov 1, 2019	Not started
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**Student ownership**

Design and develop PD cycle focused on vertical and horizontal alignment of 11th and 12th grade course maps	ILT	Nov 4, 2019 to Jan 31, 2020	Not started
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**Curriculum maps**

Begin SEF and CIWP process	ILT	Feb 3, 2020 to Jun 19, 2020	Not started
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**Strategy 4**

If we do...

...then we see...

...which leads to...

create more opportunities for parents and community members to sponsor clubs and school events	more students feeling connected to the school community and more parents invested in the success of DUAA	increased numbers of students reporting feeling a sense of belonging, adults they can trust, and safety
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Tags:  
Family and Community Engagement

Area(s) of focus:  
3, 5

Action step	Responsible	Timeframe	Status
Recruit current and former parents to join the parent group	Culture team	Jul 1, 2018 to Nov 30, 2018	On-Track

**Family and Community Engagement**

Have parents sponsor clubs aligned to student interest	Culture team	Jul 1, 2018 to Nov 30, 2018	Behind
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**Extra-curricular**

Parent sponsor an after-school or weekend community event once a semester	Culture team	Dec 3, 2018 to Jun 26, 2020	Not started
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**Family and Community Engagement**

Parents speak about careers / finances / adulting once a semester	Culture Team	Dec 3, 2018 to Jun 26, 2020	Not started
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**Career readiness**

**Strategy 5**

If we do...

...then we see...

...which leads to...

intentional and focused work examining the impact of race and equity in school	teachers supporting one another with understanding the impact of identity and equity on student learning and belongingness	increased relational trust between students and teachers, teachers and teachers, and parents and teachers.
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Tags:  
Equity

Area(s) of focus:  
5

Action step	Responsible	Timeframe	Status
We will evaluate the SY18 PD cycle focused on issues of identity, privilege, and bias completed with Umoja.	A-Team	Aug 27, 2018 to Feb 1, 2019	On-Track

**Equity**

Review advisory scope and sequence and update to include faculty's learning around identity, privilege, and bias.	A-Team	Feb 4, 2019 to Jul 31, 2019	Not started
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**Advisory**

We will set our objectives for our next level of work around race, equity, and identity. We will choose a new partner to support our work.	A-Team	Aug 26, 2019 to Feb 1, 2020	Not started
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**Equity**

Review advisory scope and sequence and update to include faculty's learning around identity, privilege, and bias.	A-Team	Feb 3, 2020 to Jun 26, 2020	Not started
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**Advisory**

We will evaluate the SY19 and SY20 PD cycle focused on issues of identity, privilege, and bias completed with Umoja and prepare to write the 2020 - 2022 CIWP.	A-Team	Apr 6, 2020 to Jun 26, 2020	Not started
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**Equity**

**Action Plan**

**Strategy 1**

COMPLETED

Provide PD in the opening days of SY19 on how to move beyond informing parents of current status and partner with parents around student success."

Aug 27, 2018 to Aug 31, 2018 - MTSS

**Status history**



COMPLETED

Oct 26, 2018

**Evidence**

This PD is completed. We will follow up on Nov 6th to prepare for effective parent conferences

NOT STARTED

Apr 20, 2018

**Evidence**

BEHIND

Provide PD in the opening days of SY19 focused on use of GradeBook: balance of categories, timing of major assessments, flexibility for students requiring intervention."

Aug 27, 2018 to Aug 31, 2018 - MTSS

**Status history**



BEHIND

Oct 26, 2018

**Problem**

Got pushed for the time needed for the mandatory opening PD. MTSS will re-address this topic through Aspen training and the sandbox.

**Root Cause**

Got pushed for the time needed for the mandatory opening PD. MTSS will re-address this topic through Aspen training and the sandbox.

**Next steps**

Got pushed for the time needed for the mandatory opening PD. MTSS will re-address this topic through Aspen training and the sandbox.

BEHIND

Oct 26, 2018

**Problem**

Not enough time in opening days with mandatory training.

**Root Cause**

Not enough time in opening days with mandatory training.

**Next steps**

Will re-address when we complete the grading exercises in Aspen 11/13

**NOT STARTED** Apr 20, 2018  
**Evidence**

**BEHIND**

Design and deliver peer supports for students who are flagged through BAG reports (ex: peer mentors for attendance, peer council for second chance contracts)"

Sep 10, 2018 to Nov 03, 2018 - MTSS

### Status history



**BEHIND**

Oct 26, 2018

**Problem**

Haven't started; may yet complete by end of First quarter, or second. No students are fully elevated at this time; if we choose to partner with peer council it will take longer.

**Root Cause**

Haven't started; may yet complete by end of First quarter, or second. No students are fully elevated at this time; if we choose to partner with peer council it will take longer.

**Next steps**

Haven't started; may yet complete by end of First quarter, or second. No students are fully elevated at this time; if we choose to partner with peer council it will take longer.

**NOT STARTED** Apr 20, 2018  
**Evidence**

**ON-TRACK**

PD focused on student 1st quarter GPA and PSAT scores dis-aggregated by gender, subgroup, and content area. Analyze if all groups are progressing equally and brainstorm classroom supports."

Nov 05, 2018 to Feb 01, 2019 - MTSS

### Status history



**ON-TRACK** Oct 26, 2018  
**Evidence**

We were able to add a BOY session looking at sophomore GPA and PSAT 10 for students who have it - thanks, Dashboard!

**NOT STARTED** Apr 20, 2018  
**Evidence**

**COMPLETED** Design a session to share the learning from Data-Based Grouping Strategies and Proficiency to Mastery groups from SY18."

Aug 27, 2018 to Nov 02, 2018 - ILT

### Status history



**COMPLETED** Oct 26, 2018  
**Evidence**

Completed both sessions in an embedded and a flex PD.

**COMPLETED** Oct 26, 2018  
**Evidence**

Embedded on 10/9 and flex on 10/12. Got bumped from opening days by mandatory training.

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

PD focused on differentiated assessment: focus on student assets, flexibility in how to show mastery, move beyond test corrections / re-takes to more creative measures of mastery"

Aug 26, 2019 to Nov 01, 2019 - MTSS

## Status history

Apr 20

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

PD focused on student 2nd quarter GPA and MOY pSAT scores dis-aggregated by gender, subgroup, and content area. Analyze if all groups are progressing equally and brainstorm classroom supports."

Feb 04, 2019 to Mar 08, 2019 - MTSS

## Status history

Apr 20

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

Use GPA, SAT growth, attendance, behavior, academic support lists, etc, to review the new class of students and frame supports for the second semester"

Feb 04, 2019 to Mar 08, 2019 - MTSS

## Status history

Apr 20

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

Design and implement strategies to capture student voice about the instruction at DUAA"

Apr 15, 2019 to Jun 14, 2019 - MTSS

## Status history

Apr 20

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

Design and implement strategies to capture student perception on teachers, courses, and grading policies"

Apr 15, 2019 to Jun 14, 2019 - MTSS

## Status history

Apr 20

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

Follow-up on PD focused on use of GradeBook: balance of categories, timing of major assessments, flexibility for students requiring intervention."

Jan 31, 2019 to Feb 01, 2019 - MTSS

## Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED** PD focused on how to creatively and effectively use our special education teacher in a variety of settings"  
Feb 03, 2020 to Apr 03, 2020 - MTSS

## Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED** Design and deliver PD on integrating student choice into curriculum and assessment"  
Nov 04, 2019 to Jan 31, 2020 - MTSS

## Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED** PD focused on creating extension activities for students who have mastered material quickly"  
Apr 06, 2020 to Jun 12, 2020 - MTSS

## Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

## Strategy 2

**COMPLETED** A-Team will design and deliver PD focused on how teachers can best utilize the career corners created in SY18."  
Aug 27, 2018 to Nov 02, 2018 - A-Team

## Status history



**COMPLETED** Oct 26, 2018  
**Evidence**  
We did it, it was awesome. Got to use these to Good to Great the senior advisory career lesson.

**COMPLETED** Oct 26, 2018  
**Evidence**  
Embedded PD on 9/25, immediately added to senior career lesson

NOT STARTED Apr 20, 2018  
**Evidence**

ON-TRACK

A-Team will recruit and organize a diverse pool of parent and community volunteers to speak about multiple careers during the Friday college sessions, lunch and learns, and panels."

Aug 27, 2018 to Jun 21, 2019 - A-Team

### Status history



ON-TRACK Oct 26, 2018  
**Evidence**

ON-TRACK Oct 26, 2018  
**Evidence**

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED A-Team will design and deliver PD focused on how to engage students in our career corner development, updates, and implementation"

Aug 26, 2019 to Jun 26, 2020 - A-Team

### Status history



NOT STARTED Apr 20, 2018  
**Evidence**

### Strategy 3

COMPLETED Design a session to share the learning from Data-Based Grouping Strategies and Proficiency to Mastery groups from SY18."

Aug 27, 2018 to Nov 02, 2018 - ILT

### Status history



COMPLETED Oct 26, 2018  
**Evidence**

COMPLETED Oct 26, 2018  
**Evidence**

NOT STARTED Apr 20, 2018  
**Evidence**

COMPLETED

In the First 20 Days routines, we will add analysis of class rubrics so that students develop a deeper understanding of the criteria used to assess their work: (1) how to read the rubric, (2) use the rubric for self-assessment, (3) use the rubric for peer / sample assessment, (4) develop "critical attributes" for performance levels, (5) Use "re-do" instead of missing to reinforce growth mindset"

Aug 27, 2018 to Aug 31, 2018 - ILT

### Status history



COMPLETED Oct 26, 2018  
**Evidence**

Completed during Flex PD.

**COMPLETED** Oct 26, 2018  
**Evidence**  
9/14 and 9/26 flex PD

**NOT STARTED** Apr 20, 2018  
**Evidence**

**BEHIND**  
Design and deliver PD cycle focused on planning formative and summative assessments within unit plans, ie when do we assess and what do we assess"  
Sep 10, 2018 to Feb 01, 2019 - ILT

### Status history



**BEHIND**  
Oct 26, 2018  
**Problem**  
Based on teacher feedback, ILT has decided to focus the first instructional cycle of SY18 on deepening our understanding of the data and reports available on the College Board in order to better support all juniors reaching their SAT goal.  
**Root Cause**  
Based on teacher feedback, ILT has decided to focus the first instructional cycle of SY18 on deepening our understanding of the data and reports available on the College Board in order to better support all juniors reaching their SAT goal.  
**Next steps**  
Based on teacher feedback, ILT has decided to focus the first instructional cycle of SY18 on deepening our understanding of the data and reports available on the College Board in order to better support all juniors reaching their SAT goal.

**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED**  
Design and deliver PD cycle focused on using summative and formative assessments to track individual learning by both students and teachers"  
Feb 04, 2019 to Apr 12, 2019 - ILT

### Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED**  
Design and deliver PD cycle focused on creating assessments that accurately measure attainment and growth towards college-readiness benchmarks. Consider the timing of skills and knowledge needed for SAT and AP exams; consider student achievement data."  
Apr 15, 2019 to Jun 14, 2019 - ILT

### Status history



**NOT STARTED** Apr 20, 2018  
**Evidence**

**NOT STARTED** Add tracking of mastery to First 20 Days"  
Aug 26, 2019 to Nov 01, 2019 - ILT

### Status history



NOT STARTED Apr 20, 2018  
Evidence

NOT STARTED Design and develop PD cycle focused on vertical and horizontal alignment of 11th and 12th grade course maps"  
Nov 04, 2019 to Jan 31, 2020 - ILT

### Status history



NOT STARTED Apr 20, 2018  
Evidence

NOT STARTED Begin SEF and CIWP process"  
Feb 03, 2020 to Jun 19, 2020 - ILT

### Status history



NOT STARTED Apr 20, 2018  
Evidence

## Strategy 4

ON-TRACK Recruit current and former parents to join the parent group"  
Jul 01, 2018 to Nov 30, 2018 - Culture team

### Status history



ON-TRACK Oct 26, 2018  
Evidence  
Parents are on-board. We are waiting on Legal Dept approval to start planning events.

NOT STARTED Apr 20, 2018  
Evidence

BEHIND Have parents sponsor clubs aligned to student interest"  
Jul 01, 2018 to Nov 30, 2018 - Culture team

### Status history



BEHIND  
Oct 26, 2018

#### Problem

In the past, we had a lot of student interest in new clubs and we would recruit people to complete the volunteer process to sponsor, but then students did not commit to attending. The PPC has decided that this year we will start with recruiting students for established clubs, then opening applications for new clubs that may need parent and community sponsors.

#### Root Cause

Club interest

#### Next steps

Club interest

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED Parent sponsor an after-school or weekend community event once a semester"  
Dec 03, 2018 to Jun 26, 2020 - Culture team

### Status history



NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED Parents speak about careers / finances / adulting once a semester"  
Dec 03, 2018 to Jun 26, 2020 - Culture Team

### Status history



NOT STARTED Apr 20, 2018  
**Evidence**

## Strategy 5

ON-TRACK We will evaluate the SY18 PD cycle focused on issues of identity, privilege, and bias completed with Umoja."  
Aug 27, 2018 to Feb 01, 2019 - A-Team

### Status history



ON-TRACK Oct 26, 2018  
**Evidence**

NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED Review advisory scope and sequence and update to include faculty's learning around identity, privilege, and bias."  
Feb 04, 2019 to Jul 31, 2019 - A-Team

### Status history



NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED We will set our objectives for our next level of work around race, equity, and identity. We will choose a new partner to support our work."  
Aug 26, 2019 to Feb 01, 2020 - A-Team

### Status history



NOT STARTED Apr 20, 2018  
**Evidence**

NOT STARTED

Review advisory scope and sequence and update to include faculty's learning around identity, privilege, and bias."

Feb 03, 2020 to Jun 26, 2020 - A-Team

## Status history

Apr 20

NOT STARTED

Apr 20, 2018  
**Evidence**

NOT STARTED

We will evaluate the SY19 and SY20 PD cycle focused on issues of identity, privilege, and bias completed with Umoja and prepare to write the 2020 - 2022 CIWP."

Apr 06, 2020 to Jun 26, 2020 - A-Team

## Status history

Apr 20

NOT STARTED

Apr 20, 2018  
**Evidence**

### Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

Plans are presented to the PAC and ALSC for input and approval. State of the school reports are given during report card pick-up days. Mass emails are really helpful, and should continue.

The ALSC and PAC officers are invited to join the CIWP writing team. All CIWP drafts are presented to both parent groups for review and feedback.

Parent feedback is solicited through surveys and focus groups. This practice will continue.

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

The annual meeting will be held on the third Saturday of September and advertised at orientation, through all-calls, the flyer, and email. The elections will be held during the same meeting. The principal will work with current PAC members to identify dates and communicate them by September 30. The officers will follow up with the communication regarding PAC after the elections. At minimum, dates will be published in the main office, on the school website, in parent newsletters, and via all-call system.

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

The school is eager to host/conduct parent meetings to support parents with the education of their children. Notice will be sent home via all-call, email, and the parent newsletter. Requests for information or assistance will continue to be responded to within 24 hours.

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.

PSAT results are distributed to students and parent are informed via all-call and email in case duplicate copies are required. The SAT results are sent directly home. Performance reports are sent home through advisory, and available upon request. BAG (behavior, attendance, grades) every 2 or 3 weeks. Notice is sent via the all-call and email blast. Report card pick-up days are scheduled in November and April. Inform parents when practice ACT scores are available and provided to students.

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.

This has not happened at this school, but if it were to happen, notice would be sent out by US mail right away.

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

In addition to beginning of the year communication (i.e., syllabus), students and parents receiving additional assistance will be notified on a monthly basis regarding standards, assessments, progress and follow-up. During the August orientation, parents will be trained on both the CPS GradeBook and the University Course Shell to monitor student progress. Also do the university course shell during the Sept meeting for senior parents. Once PAC meeting a year is dedicated to state assessments.

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

Spearheaded by the PAC, the school will offer and/or facilitate training and support for parents. PAC leadership will provide the guidance for these efforts.

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

PD for staff will include best practices for working with families to support student success. Teachers will maintain records of parent contact in order to demonstrate regular, two-way communication. Teachers are expected to return parent contact within 2 business days.

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

Not applicable to high school.

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

Information is sent out via voicemail email and US mail. Local communication is in English and Spanish while district communication comes in several languages. The bilingual clerk and three bilingual teachers translate letters, notices, and all-calls.

#### Policy Implementation Activities

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

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

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

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

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

N/A

#### School-Parent Compact

Complete

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

The DeVry Advantage Academy strives to create a community of empowered and independent learners in an atmosphere of mutual respect and trust. Every student will be inspired and challenged to develop and accomplish his/her academic, social and post-secondary goals.

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.

The staff participate in parent-teacher conferences above and beyond report card pick up events. When there are issues, individual conferences are held. If an issue is more broad-based, more teachers/staff are part of the meeting. Follow-up is monitored by the principal and counselor.

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

In addition to the regularly scheduled progress reports, and BAG reports, staff contact parents when a student's attendance/academics/behavior falls below standard. Positive contact is also encouraged and supported. Additionally, the counseling office monitors parent use of parent portal to ensure parents are able to frequently check student progress.

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

All teachers have office hours. If a staff member is unavailable for a particular time, the staff member will work with the parent on alternatives.

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

Parents are always invited to volunteer with notice and once they have completed the CPS volunteer process. This year, parents volunteered for field trips and clubs.

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

DeVry parents are supportive with attendance and homework. We also work with parents on student academic performance and post-secondary plans, e.g., goal-setting and strategy development, through an advisory program developed in partnership with UMOJA.

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

The school's protocol involves parent contact, both informative and problem-solving in nature. Parents are encouraged to contact any staff members with any issues at any time via phone, email, and/or GradeBook.

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

Students will engage in goal setting and reflection in the areas of academic achievement, post-secondary planning and social-emotional health through the advisory program.

**Parent Budget**

**Complete**

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

Fall: (1) Orient students and parents to DUAA. (2) Create meeting calendar and elect officers. (3) Establish two-way communication between parents and teachers to increase student achievement. (4) Collaborate with parents on school goals and achievement targets.

Winter: (1) Provide financial aid services for families preparing to go to college through partnerships with Ladder Up. (2) Share resources for college entrance exam preparation with parents. (3) Review transcripts with students and parents and create individualized graduation plans.

Spring: Work with parents on creating a post-secondary plan for their student. School counselor and DeVry university will assist.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 581	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 193	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0	.00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0	.00

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

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

\$	0	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**

Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**

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

\$	0	.00
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