

DeVry University Advantage Academy HS 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/21/2020	Teachers	SEF Ratings
01/31/2020	Teachers	SEF Rating Evidence

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** "Students don't fully understand the value of their participation in this program We do not have transparency between college and HS grade books, and no facilitation of communication across HS and college staff Informational meetings BOY with parents and students, State of the School presentation, SAT goal setting presentation/exercise helped communicate mission and vision Student Voice committee is coming together, but it's not representative of our demographics Teacher-led PD meetings show shared leadership No specific, consistent methods, channels for problem solving. Need to move beyond talking about the problems and defining a process for problem resolution Celebration board and announcements are used to acknowledge positive contributions Teacher Bulletin is a good improvement that we didn't have before Handling the new building updates and informing staff on regular basis helps shield from the uncertainty and "in the weeds" details All teachers have high standards and expectations for students (see skills-based ladders, curriculum maps in Atlas) All staff signed the CPS-aligned handbook There is no clear path or communication to challenge staff to grow. Not a whole lot of mentoring happening. Student work protocol is helping with sharing knowledge, review new strategies, and discuss implementation challenges Academic support list only shows HS classes Academic support is effective because the list decreases Grade-level teams meet weekly, but only address advisory goals Some teachers drive the conversation, not all voices are equitably heard. Need diverse channels for gathering teacher input. School-wide meetings are informational and focus on district priorities. Need other avenues to meet and discuss internal issues that

affect the whole school. Suggest Friday meeting? Need a better process for soliciting teacher input and building consensus around school-wide initiatives, policies, and procedures before implementing/communicating to students." Student work protocol PD, gradebook PD, MSMV, CIW review, Erie Health partnership, DeVry University partnership, learning walk (local and network), aggregated data analysis, Academic Approach data analysis and SAT Tutoring, collaborative math team interview, teacher representation at ALSC and PPC

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** "Need a cycle for continuous improvement cycle Difficulty filling and retaining math position Equity of opportunities not evident. Need a better way to communicate available opportunities for leadership and a fair process for assigning to a role" New business track for university coursework, reinstate first 20 days, ELL PDs, student work protocol, MTSS, DUAA Communication Hub, learning walks (local and network), differentiation, school-wide classroom supports, teacher-led PDs, best practices implementation

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** "Category: Transitions, College&Career Access, & Persistence - Hispanic College Tour, Naviance Scholarship Portal,First Generation Scholarship,Identity Issues, Naviance Career Research, Junior Parent Night, College Match or Fit, Award Letter Workshop, Junior and Senior Advisory Topics, Student Contracts. Category: MTSS- Monday student attendance tracker, Student Contracts,Academic Support List. Category:Balanced Assessment and

Grading- Student Work Protocol, Schoolwide Census for grading, Classroom Protocol, PD on Assessment and Peer on Peer Reflection. Category: Curriculum-TedTalks, Utilize teachers (Example: Ofelia or Derrick) to present real world lessons and learning or applications, Spreadsheets of getting to know students.

Instructions for all categories Notes 1. MTSS: All teachers provide tutoring, MTSS Spreadsheet of behavior and attendance tracked regularly, Peer Tutor Budget, PD on SEL Strategies. Robert, Maria Bridgette great at MTSS meetings 2. Balanced Assessment and Grading: Advisory, PD on student engagement question and instruction techniques, Learning more about scaffolding cohesiveness amongst student groups, Foster relationships amongst students, Student icebreakers, Bold Girls. 3. Curriculum: Department give past data to build on for a new year students, Training or support for ATLAS standard curriculum, Offer the same thing we have for Math Tutoring like a English 101 etc.. Peer Tutoring, Student Teacher Day

- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy

- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
 - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
 - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics

- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture
- **Evidence:** APUSH, DeVry Ethics and Political Science courses, Voter registration drive, Constitution tutoring, AP Lang and Comp curriculum, Humanities and Theater electives for diverse and critical analysis, Student Voice Committee, student contests (hoodie design), special advisory on N-word (student requested), special advisory for seniors on transition to new space and transition to new staff, advisory curriculum, Gay Straight Alliance new for SY19-20, CPS Transgender PD, CPS Title IX PD, Disaggregated Data Grouping by Gender (SAT Analysis), service learning project embedded in college Ethics course, Alumni Panel, MVMS student survey, Erie Health partnership
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Counseling support groups, restorative justice conversations (Jenny), MTSS, Academic Support, MSMV, Dean of School Climate (Jenny) new for SY19-20, DUAA Communication Hub new for SY19-20, school-wide Tier 1 classroom supports
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Parent Advisory Council, Advisory Local School Council, Parent and Student Orientations, ISAC/Ladder Up presentations, Report Card Pick Up, Parent Conferences, Academic Support, Principal Bulletin, Parent Portal, Senior Parent Night (college counseling), Junior Parent Night (college counseling), FAFSA workshops, senior/junior contracts, DUAA Participation Agreement, Academic Approach, four bilingual speaking staff, Jenny's outreach to students with poor attendance, STLS program, referral to Department of Human Services (DHS), Grad Night at Six Flags, Prom, Spirit Cruise for Senior Luncheon, athletic partnership with Alcott

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	5
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Growth-EBRW 11th grade
Root Cause 1	Lack of focus on academic discourse, words in context across disciplines, and reading strategies in all classes.
Area of Critical Need 2	Attainment-Percent of Student Meeting College Readiness Benchmarks
Root Cause 2	Lack of rigor across content areas to ensure attainment.
Area of Critical Need 3	College Persistence Rate
Root Cause 3	Students graduating not meeting one or both college readiness benchmarks and being underprepared for college rigor. Additionally, lacking self-advocacy and soft-skills required to persist.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: SAT Annual Growth Percentile-Reading	Overall		72.00	75.00
This metric was chosen because of the slow growth we have experienced over the last	Female		60.00	65.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
few years and the direct connection to student success in college.				
Vision: College Readiness SAT	Overall		75.00	78.00
This metric was selected because our college readiness has been inconsistent and will ensure better persistence.	Female		68.00	73.00
SQRP: College Persistence Rate	Overall		80.00	83.00
This metric was chosen based on our stagnant persistence rate over the last 5 years.				
Vision: Attendance Rate	Overall		94.00	95.00
This metric was selected because of its impact on our SQRP and its its impact on readiness and growth.				
(Blank)				

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Completion rate			99.00	99.00	99.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	create more opportunities for parents, community members, and alumni to share their field of study, expertise, and experiences
Then we see...	students exposed to different career paths, majors, and job opportunities
which leads to...	increased college and career fit, enrollment and persistence.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Create parent survey with options on how parents would like to engage with DUAA. Tags: • (Not started) At orientation, invite both junior and senior parents to sign up to share their field of study, education, and career with students. Maintain contact with parents and help them prepare their presentations to students. Tags: • (Not started) Get 2-3 parents to host a field trip at their workplace. Survey parents at orientation to get volunteer pool, then follow up to ensure workplace is actually available and willing. Continue to follow up for scheduling and execution. Tags: • (Not started) Create a parent committee to shepherd and drive these activities. Tags:

Strategy 2

If we do...	maintain our systems of monitoring and intervening while adding school-wide professional development on Tier 1 classroom practice and differentiation
Then we see...	more effective differentiation and classroom based interventions
which leads to...	fewer students on Academic Support, higher GPAs, increased college readiness, and better persistence rates.
Budget Description	

Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Create Professional Development to support first 20 day strategies to establish and maintain SEL, community norms, and school culture while engaging tier 1 interventions for student success. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create and present MTSS Tier 1 Student Support Tracker. Utilize tracker in MTSS meetings to make data driven decisions for student support. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create and present PD focused on distinguishing differentiation of curriculum and instruction. Establish standards and norms for implementing accommodations, modifications and strategies for increasing student academic achievement and functional participation in the classroom. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Utilize Aspen to track and monitor MTSS student support/intervention data. Reflect on data collected on MTSS tracker to make informed decisions on student needs and supports. (Attend Aspen MTSS tracker trainings) <p>Tags:</p>

Strategy 3

If we do...	use PD to ensure rubrics for formative and summative assessments are aligned to standards and mastery targets
Then we see...	curriculum and instruction aligned to students' need based on that progress monitoring
which leads to...	increases in EBRW growth, college readiness and persistence.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Review of Curriculum Maps to ensure alignment between curriculum, instruction, and assessments to standards particularly focusing on power standards for SAT. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Create common language around verbs in standards to be used across all courses using College Board definitions as a starting point ensuring AP courses are accurately represented. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continual use of ATLAS Looking at Student Work protocol during embedded PD sessions allowing for collaboration around assessments. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create Departmental Rubrics and use a learning cycle to test them out and make adjustments. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create rubrics for ELA standards that can be used across content areas. <p>Tags:</p>
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Strategy 4

If we do...	provide opportunities to explore current issues in our community through culturally relevant text across content areas
Then we see...	students engaging in reading and discussing rigorous text with complex vocabulary and concepts
which leads to...	increases in: EBRW scores, students meeting college readiness benchmarks, college enrollment, and persistence.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Revise and supplement current curriculum with complex texts that reflect current social debates and controversies. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Incorporate readings from NewsELA that enhance the unit's focus. Teachers will explore NewsELA features such as word in context (Power Words), reading quizzes, and writing feature. <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Develop common interdisciplinary literacy strategies/terminology that students can recognize and utilize across courses/classes (i.e. ?First Twenty Day?s? Strategies?) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Review text complexity of current content using Text-Complexity Rubric. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Continue incorporating Academic Approach strategies, practice tests, and SAT Prep classes <p>Tags:</p>
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Action Plan

Strategy 1

Create parent survey with options on how parents would like to engage with DUAA.

Jul 01, 2020 to Sep 30, 2020 - Admin

At orientation, invite both junior and senior parents to sign up to share their field of study, education, and career with students. Maintain contact with parents and help them prepare their presentations to students.

Jul 01, 2020 to Aug 31, 2020 - Julie and Jenny

Get 2-3 parents to host a field trip at their workplace. Survey parents at orientation to get volunteer pool, then follow up to ensure workplace is actually available and willing. Continue to follow up for scheduling and execution.

Sep 01, 2020 to Jun 18, 2021 - Jenny

Create a parent committee to shepherd and drive these activities.

Apr 01, 2021 to Sep 01, 2021 - Jenny, Jessie, Julie

Strategy 2

Create Professional Development to support first 20 day strategies to establish and maintain SEL, community norms, and school culture while engaging tier 1 interventions for student success.

Jul 01, 2020 to Sep 04, 2020 - MTSS Team

Create and present MTSS Tier 1 Student Support Tracker. Utilize tracker in MTSS meetings to make data driven decisions for student support.

Jul 01, 2020 to Sep 04, 2020 - MTSS Team

Create and present PD focused on distinguishing differentiation of curriculum and instruction. Establish standards and norms for implementing accommodations, modifications and strategies for increasing student academic achievement and functional participation in the classroom.

Jul 01, 2020 to Nov 27, 2020 - MTSS Team

Utilize Aspen to track and monitor MTSS student support/intervention data. Reflect on data collected on MTSS tracker to make informed decisions on student needs and supports. (Attend Aspen MTSS tracker trainings)

Sep 07, 2020 to Jun 18, 2021 - MTSS Team

Strategy 3

Review of Curriculum Maps to ensure alignment between curriculum, instruction, and assessments to standards particularly focusing on power standards for SAT.

Sep 08, 2020 to Jan 29, 2021 - ILT

Create common language around verbs in standards to be used across all courses using College Board definitions as a starting point ensuring AP courses are accurately represented.

Feb 01, 2021 to Feb 01, 2021 - ILT

Continual use of ATLAS Looking at Student Work protocol during embedded PD sessions allowing for collaboration around assessments.

Sep 08, 2020 to Jun 18, 2021 - All

Create Departmental Rubrics and use a learning cycle to test them out and make adjustments.

Feb 01, 2021 to Jun 18, 2021 - Departments

Create rubrics for ELA standards that can be used across content areas.

Sep 07, 2021 to Jan 31, 2022 -

Strategy 4

Revise and supplement current curriculum with complex texts that reflect current social debates and controversies.

Aug 31, 2020 to Jun 18, 2021 - Classroom Teachers

Incorporate readings from NewsELA that enhance the unit's focus. Teachers will explore NewsELA features such as word in context (Power Words), reading quizzes, and writing feature.

Aug 31, 2020 to Jun 30, 2021 - Classroom Teachers

Develop common interdisciplinary literacy strategies/terminology that students can recognize and utilize across courses/classes (i.e. "First Twenty Day's" Strategies?)

Nov 02, 2020 to Feb 01, 2021 - ILT

Review text complexity of current content using Text-Complexity Rubric.

Feb 01, 2021 to Jun 18, 2021 - Teacher Teams

Continue incorporating Academic Approach strategies, practice tests, and SAT Prep classes

Sep 08, 2020 to Jun 17, 2022 - Teacher Teams

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

The school engages in a needs assessment during every summer and first month of school to determine student academic and behavioral needs. This needs assessment includes a review of student performance data from the previous year.

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

All students are scheduled in appropriate classes. Teachers are fully certified for classes. If intervention is need, the school has implemented an intervention plan that addresses academic and behavioral needs.

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

Curriculum is aligned to state standards. Pedagogy concerns are addressed through professional development and coaching.

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

Many strategies are utilized to address student needs, including, but not limited to: adult mentoring, peer mentoring, peer tutoring, colloquium support, counseling services, social/emotional health support and post-secondary planning.

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

Attending job fairs, building relationships with universities, and advertising positions on our website.

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

The school's high-quality and ongoing professional development plan has been developed with staff input. Assessment measures and progress milestones are included in the school's CIWP.

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

The school will work to increase parent involvement at monthly PAC meetings through all-calls, emails from the principal, and parent-to-parent contact. Topics at PAC meetings will be focused on services needed for parents to support students: how to read a transcript and develop a graduation plan, how to support students' college application process, information about the structure of the SAT and how to help students access school support resources, career development in partnership with DeVry University, and hands-on assistance with FASFA and other financial aide sources.

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

DNA to high schools.

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

Common planning, team meetings and leadership team efforts ensure teacher input with assessments and results analysis.

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

The school has an intervention system that starts with a review of incoming student data (i.e., plan data) and the administration of diagnostics in September. Student interventions will take place in classrooms, before school/after school and during colloquium.

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

Programs will be coordinated by the counselor and principal. Focus and coordination will be based on student, parent and staff feedback.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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.

N/A to HS

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.

Educate parents in order to ensure they are able to best support students in high school and college classes and best prepare for post-secondary plans.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase	\$0.00

	books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$492.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00