Chicago Vocational Career Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Douglas Maclin	Principal	dlmaclin@cps.edu	Has access
Latasha Taylor	Assistant Principal	lmtaylor8@cps.edu	Has access
Angelique Williams	Assistant Principal	acwilliams2@cps.edu	Has access
Latoya Gross	Business Manager	ltgross@cps.edu	Has access
Andrea Anders	STEM Specilalist/LSC Member	aganders@cps.edu	Has access
Donna Roberts	Lead Counselor	ddroberts@cps.edu	Has access
Lindsay Hayden	Teacher/Curriculum Coordinator	lthayden@cps.edu	Has access
Joseph Sunshine	HS Science Specialist	jasunshine@cps.edu	Has access
Betty Porter	Community Member/LSC Member	grandbdp@gmail.com	No Access
Laverne Jones	Parent/LSC Member	ljones4u@outlook.com	No Access
Nakeisha Harris	English Department Chair	nlharris-hammond@cps.edu	Has access
Gogats Jake	Social Studies Teacher	jtgogats@cps.edu	Has access
Haynie Pamela	Diverse Learner Teacher	plhaynie@cps.edu	Has access
Walls Ursula	Diverse Learner Teacher	ujwalls@cps.edu	Has access

Team Meetings

Date	Participants	Topic
02/20/2020	Maclin, Williams, Anders, Harris-Hammond, Haynie	Goals and Priorities
03/04/2020	Harris Hammond, Anders, Hayden, Walls, Haynie, Sunshine	Priorities, Root Causes, Areas of Critical Need

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: 5 essentials, staff survey
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 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
  - o **Evidence**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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
  - o 2 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
  - o 2 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 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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)
  - o 2 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)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 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)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 2 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)
- o 2 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)
- o 2 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics

- o 3 Become informed voters and participants in the electoral process
- o 3 Engage in discussions about current and controversial issues
- o 3 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 3 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 2 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Quality and Character of School Life: Family & Community Engagement	**0**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
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	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**3**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**2**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Instruction: Students are not consistently engaged with a STEM instructional approach that allows them to master grade level core content knowledge and skills as demonstrated through attainment and growth metrics.
Root Cause 1	Lack of engaging instruction that aligns with a STEM instructional approach and represents key educational shifts, including those in math and literacy
Area of Critical Need 2	Balanced Assessment and Grading : Measure student achievement effectively through balanced assessments aligned to scope and sequence, use data to drive instruction and student support, utilize research based grading practices and provide timely and accurate feedback.
Root Cause 2	Lack of common practices and lack of providing students with multiple pathways to demonstrate their breadth and depth of learning.
Area of Critical Need 3	Transitions, College & Career Access, & Persistence: We need to parlay our early college credital success to higher college enrollment and persistence metrics.
Root Cause 3	Lack of students enrolling and persisting in college due to having the financial necessity to work.
Area of Critical Need 4	Supportive and Equitable Approaches to Discipline: Ensuring students feel accepted and supported academically, socially and culturally.
Root Cause 4	Lack in developing habits, skills, and mindsets that build students' social, emotional, and academic competence
Area of Critical Need 5	FACE: Improve parental and community involvement.
Root Cause 5	Lack of sustained and varied parental involvement

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 Cohort Growth Percentile It aligns with our priority of instruction and balanced assessment and grading.	African American		2.00	3.00
	Overall		2.00	3.00
Vision: Early College & Career Credential It aligns with our priority of Transitions, College & Career Access, & Persistence	Students with IEPs		59.00	60.00
	African American		82.00	84.00
Vision: College Enrollment It aligns with our priority of Transitions, College & Career Access, & Persistence	African American		42.00	45.00
	African American Male		27.00	30.00
SQRP: College Persistence Rate It aligns with our priority of Transitions, College & Career Access, & Persistence	African American		55.00	57.00
	African American Male		55.00	57.00
Vision: College Readiness PSAT It aligns with our priority of instruction and balanced assessment and grading.	African American		12.00	15.00
	Overall		12.00	15.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We will continue to seek ways to provide a culture of calm where all stakeholders feel safe, committed, and connected. We will do this through our town hall structure and staff and student surveys to ensure all voices are heard and issues are addressed in a timely manner.				2.00	2.00

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...	collaborative planning and implement effective and engaging instructional practices that reflect the TRU Dimensions,
Then we see...	students who will view themselves as purveyors of knowledge,
which leads to...	at least 5% of students meeting or exceeding college readiness benchmarks.
Budget Description	
Tags	Instruction, ECCE: Early College STEM Schools, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	(Not started) In August 2020, TRU Dimensions reviewed at back to school PD - teachers collaboratively align TRU to the STEM Standards for Success and REACH and create an instructional focus for the year. Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4) (Not started) Teachers engage in goal setting around the TRU Dimensions and reflect on progress quarterly. Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4) (Not started) MCLs and STEM Specialists engage in regular coaching cycles with groups of teachers. Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4) (Not started) After training, teachers regularly implement structured discussion protocols. Tags:Instruction, STE(A)M Schools: Instructional Approach (SSS4) (Not started) Implement a system for non-evaluative peer observations to support discussion protocols

	Tags: • (Not started) Teachers engage in data driven conversations rooted in the TRU Dimensions after each benchmark. Tags:

Strategy 2

If we do...	implement grade-level academies,
Then we see...	teachers who, along with students, take ownership over the creation of a culture for learning, implementing strategies that are tailored to their unique needs in a well-organized and focused way,
which leads to...	an improvement from neutral to strong in school connectedness and commitment/retention on the 5Essentials Survey.
Budget Description	
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, ONS: Continuous Improvement
Action steps	• (Not started) Train teacher leaders around 7 best practices for educational PD Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Use the 7 best practices for educational PD to collaboratively develop trainings for staff Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Develop common practices for instruction and behavior management in each grade-level academy Tags:Structure for Continuous Improvement, Instruction, MTSS: Problem Solving Process, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Use monthly academy meetings to make data-driven decisions Tags:Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Establish topic-specific PLCs to support

	Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Strategy 3

If we do...	provide students multiple and integrated pathways to demonstrate the depth and breadth of their learning,
Then we see...	then students will earn better grades,
which leads to...	45% of students (30% of males) enrolled in college be 2022.
Budget Description	
Tags	Transitions, College & Career Access, & Persistence, Assessment: Monitoring Student Learning to Support Growth, ECCE: Early College STEM Schools
Action steps	(Not started) Implement a standard senior seminar curriculum for all 12th graders Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning (Not started) Integrate real world performance tasks into schoolwide instructional cycle Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning (Not started) Design and implement cycles of professional development around best practices for differentiation and reteaching Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning (Not started) Create systems and structures to help seniors develop realistic personalized postsecondary plans Tags:Transitions, College & Career Access, & Persistence, OSCPA: Postsecondary Pathway Advising & Planning

Action Plan

Strategy 1

In August 2020, TRU Dimensions reviewed at back to school PD - teachers collaboratively align TRU to the STEM Standards for Success and REACH and create an instructional focus for the year.

Aug 07, 2020 to Sep 07, 2020 - Leadership Team

Teachers engage in goal setting around the TRU Dimensions and reflect on progress quarterly.

- Leadership Team

MCLs and STEM Specialists engage in regular coaching cycles with groups of teachers.

- Leadership Team

After training, teachers regularly implement structured discussion protocols.

- Leadership Team

Implement a system for non-evaluative peer observations to support discussion protocols

-

Teachers engage in data driven conversations rooted in the TRU Dimensions after each benchmark.

-

Strategy 2

Train teacher leaders around 7 best practices for educational PD

Aug 03, 2020 to Jun 25, 2021 - Leadership Team

Use the 7 best practices for educational PD to collaboratively develop trainings for staff

- LT

Develop common practices for instruction and behavior management in each grade-level academy

- LT

Use monthly academy meetings to make data-driven decisions

- LT

Establish topic-specific PLCs to support

- LT

Strategy 3

Implement a standard senior seminar curriculum for all 12th graders

May 18, 2020 to Sep 07, 2020 - Counselors and ELA Teachers

Integrate real world performance tasks into schoolwide instructional cycle

- LT; Counselors; Senior Teachers

Design and implement cycles of professional development around best practices for differentiation and reteaching

- LT; Counselors; Senior Teachers

Create systems and structures to help seniors develop realistic personalized postsecondary plans

- LT; Counselors; Senior Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Our leadership team continually reviews the needs of the school based on various forms of data. The ILT meets monthly and is comprised of teacher leaders, administration and directors from each of the school?s departments. The ILT reviews data from artifacts such as student reports on APBs (attendance, performance, and behavior), 5 essentials
survey, and various areas of challenge for school improvement. As a team, we present the data on these concerns and focus on

the development of protocols, best practices and strategies to increase solutions in the mentioned areas. All stakeholders in the
ILT take the action items set at meetings back to each of their departments and teams to use these to drive instruction, adapting,
adjusting and modifying as needed. Time is allocated for each member of the ILT team to share out on how the best practices
discussed in the meeting has positively impacted the outcome of our staff and students. Sharing what is working and what needs
additional work is helping us grow and gauge our effectiveness.

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

The backbone of CVS?s Culture for Learning is our APB program. This program provides incentives for students for achievements
in attendance, performance, and behavior. Incentives can be earned individually, such as for good grades, or as an entire group,
such as reduced prom rates for good attendance.
Our top ten students in all grade levels are recognized with special awards, as are those students who have shown improvement.

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.

Ongoing PD at CVS includes opportunities for teachers to reflect on, and improve, their instructional skills.
For example, we have an instructional focus each year, and teachers purposefully seek to grow their expertise in this area through both school wide PD and independent research.
Grade level teams are organized by department and meet once a week to coordinate instruction and assessment. All core
teachers facilitate the design of common focus skills calendars and unit maps.
?
Grade level teams design and implement cross curricular problem based learning unit plans that create real world connections. All
core classes contributed to the design and implementation.

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).

Deans and counselors at every grade-level provide multi-tiers of support in the classrooms, lunchroom, after-school, night-school,
and throughout the building. Students report to their respective deans and they provide corrective measures and supports to
enhance the students' social and academic skills.
Students also report to their grade-level counselor, who have an open-door policy on students? lunch periods; during this time
students can discuss school issues and concerns, receive their APB reports, set quarterly goals, and obtain information about
post-secondary education and activities. Students are utilizing these supports, and suspensions are rapidly decreasing rapidly

improving the an already robustly developed school culture.
CVCA has an intense support team of clinicians, school leaders and external partners/corporations that support students with
disabilities, in crisis, unique situations which span the gambit of the social-emotional deficits of students within our building.
The school's Case Manager, Social Worker, School Psychologist, and Pathologist, meets in a smaller group setting to create
specialized action plans for students and families based on their diverse needs.
The attendance coordinator, student advocates, and deans make occasional home visits coordinated with A Knock at Midnight.
BAM and WOW complete programming during the day, and the YMCA also runs a program for our at-risk students in the
principal?s academy.

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

We are an opportunity school, so we are partnering with this CPS Office to attract high-quality, highly-qualified teachers.

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.

CVCA has an in-house coaching team that has created a year long professional learning series. Teachers meet twice a month in
interdisciplinary teams to review strategies and student data aligned to our overall school goals. We also have 7 flex day PD
sessions throughout the year which lead teachers through new learning related to both STEM issues, SEL iniatives and our
school instructional effectiveness goal. Small group PLCs meet monthly for targeted support based on needs uncovered during
formal and informal evaluations carried out by the administrative team. Teachers also engage in friendly peer visits to reflect on
their own practice through the lens of what is happening other classrooms. Teachers on PDP plans receive intensive in class
coaching that includes modeling of best practices.

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

CVS?s PAC (Parent Advisory Council) has grown exponentially over the past year. We communicate with parents in a variety of
ways the school website, open houses, and individual teacher parent connections.

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.

Not applicable

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.

CVS has a highly functioning PPC that serves to address any conflicts that arise among staff and administration. One of the
foundational tenets of our school is shared leadership, and as such, teachers are granted both agency and autonomy.
Student town halls allow students to voice concerns regarding the school community and student and staff engagement.

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.

Under the helm of Principal Maclin, misconduct reports have diminished significantly, as has our dropout rate. These are
indicators that we have proactive and restorative approaches to discipline. There are two deans, one for males and one for
females, who deal with behavior issues. Most situations are dealt with student one on one conversations, including the parent
when relevant. Positive behaviors are rewarded with a variety of incentives. Students are taught SEL skills by the school social
worker and through involvement in BAM and WOW. CVS also has partnerships with the YMCA and The Girl Scouts of Chicago to
provide SEL growth opportunities for students.

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.

School budgets are reviewed monthly at LSC meetings and expenditures are discussed against the school priorities. School
staffing is done so that our strongest teachers are placed in the junior and freshman level classes. Our highest achieving
students and our most at-risk students are scheduled into a ?Principal?s Academy? where the needs of these diverse groups can
be better met.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

CVCA will host sessions each January and February to collaborate with and actively involve all parents in the development, periodic review, and revision of the ESSA, Title I school parental involvement plans and policies. Parents will be notified and invited to all ESSA, Title I, and all other meetings via phone calls, marquee, parent board and postings on the school website. Parents are encouraged to make suggestions, ask questions and share their input at every meetin

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

CVCA will host an informational parent night in the third week of September of school year 2020-2021 and 2021-2022 This meeting is to encourage parents to get actively involved in reviewing the school's participation in NCLB, explain Title I programs, plans and policies. The school will also share updated school data and a calendar of events that parents and students are invited to. The date of our projected Title I Annual Meeting will be held on Tuesday, September 22, 2020 and September 21, 2022 and our Title I PAC Organizational Meeting projected date will be Tuesday, September 22, 2020 and September 21, 2022 the meetings will be held the third Tuesday of every month.

CVCA uniquely has parent informational nights in the 5th, 15th, 25th, and 35th week of school, and in the 10th, 20th, 30th, and 40th week there will be parent-teacher conferences and report card pick-up. Teachers throughout the school year 2018-19 and 2019-2020 will make phone calls to parents of those students who fall under a "C" average in their courses as evidenced by call logs to monitor calls made.

Parents will also receive information from the School's website and be encouraged to register for Parent Portal. Parent Portal training will be provided for parents during our Open House as well as during report card pick-up.

At the request of parents 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.

CVCA will provide a monthly calendar with listings of meeting times and dates of Parent Advisory Council, Local School Council meetings, and all other school meetings accessible to parents. Parents will be notified of meetings via phone calls, marquee, parent board and postings on the schools website.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The counseling team will provide each parent and student with a detailed printed copy of PSAT and SAT scores and information about the students' performance level and progress in at least math, language arts and reading. These reports will be sent home to parents and a copy of the report will be placed in the student's report card file.

The counseling team will also explain to parents how state academic assessments impact their child's education. Lastly, the team will share strategies on how to work with educators on monitoring and increasing student achievement. Ie: Using Kahn Academy as a tool.

CVCA will distribute "Right to Ask" forms to parents to fill out and return to the school if they wish

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

CVCA will distribute "Right to Ask" forms to parents to fill out and return to the school if they wish to pick up a letter requesting the qualifications of their child's teacher(s). Parents will also be notified through letters by ISBE and CPS.

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.

Parents will be provided this information at the NCLB/Title I at the annual informational meeting conducted in September. Throughout the school year, parents come to the school for grade level meetings, town halls and other events and during those times the counseling team and school staff will also explain to parents how state academic assessments impact their child's education. Lastly, the team will share strategies on how to work with educators on monitoring and increasing student achievement. Ie: Using Kahn Academy as a tool.

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.

CVCA will provide ongoing access to our parent room located on campus. CVCA will continuously provide support for parent development by providing workshops on Computer Technology, CTE, bullying, and effective communication strategies to build relationships with staff, students and teachers. Parents will also receive training on job searches, resume writing and interviewing skill building. Parents will receive materials and other resources on academic success techniques to support them as they work with their child(ren) at home

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.

The CVCA counseling team, teachers and all staff will continue to act as parent liaisons. CVCA will allow parents to participate in professional development with teachers to build parental involvement and support in student achievement.

Parents will be invited to attend PD sessions around curriculum, assessment and skill driven practices in order to increase instructional expectations of students at CVCA.

The Principal will continue to provide an open door policy for parents.

CVCA will continue to welcome parent volunteers, allowing opportunities for parent groups to be active within the school, during school day and for special events.

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 at High School level

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.

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

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

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

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

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

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

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.)

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

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

CVCA uniquely has four parent-teacher conferences and grade pick-ups at the 10th, 20th, 30th, and 40th week of school. This enables informative one-on-one parent and teacher conferences that helps to improve student achievement. CVCA will also host a curriculum night at the beginning of the school year.

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

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

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

Parents will be able to request conferences with teachers and staff members through the school's clerk, the school website, email, administration, or the counseling team. The request process will warrant a 24-48 hour contact by clerical staff or Administration to follow up.

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.

CVCA will provide parents many opportunities to volunteer and participate in school event. CVCA will request parents to be a part of the school's continuous improvement plan, PAC, LSC, athletics, and all other activities within the school. Parents must complete the CPS guidelines for volunteering and upon application approval parents will be able to visit their students class by appointments

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

Parents will support their child's learning by registering for Parent Portal to monitor on-going attendance, performance, and behavior of their child. Also by attending all, Local School Council meetings, orientations,

parent-teacher conferences, workshops, and by building a relational trust between parents, teachers and school staff
The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. Parents will be invited to participate in the following meetings: continuous school improvement planning process, LSC, and PAC. They will also have the chance to give informative feedback about the school and its efforts to improve the
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 and parents have adopted the CVCA school Creed. This creed encourages students to share the responsibility to improve their academic achievement by studying, passing all courses, and meeting state standards on PSAT/SAT assessments. Students will attend all classes and be on time, assist in making the school a great learning culture, being an effective part of the community, empower peers to do their best, be respectful, take leadership roles, complete all assignments given, utilize all tutoring opportunities, and continuously develop academically and socially.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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. Our Goals this year is to increase parental involvement through: Parent workshops: a family night, job readiness and counseling seminars, monthly speakers on financial literacy and resume writing etc.. and climax with the PAC Leadership conference

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1000.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$3300.00
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.	$252.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00

© 2020 - CPS CIWP