

Paul Laurence Dunbar Career Academy High School 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|-----------------------|----------------------------------------|--------------------------|------------|
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Team Meetings

| Date | Participants | Topic |
|------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 01/09/2020 | principal Morrow, AP Butler, Jackson, McLaughlin , Worhty, Nichols-Griffin, Sullivan, Jones | Roles of CIWP Members/ Outline of the work and rate SEF in CIWP |
| 01/23/2020 | | Reviewing Rating SEF and students group |

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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 3 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Admin meeting agenda, PLC agenda, ILT agenda, After school PD agenda & teacher surveys
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 4 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:** ILT/ meetings agenda/teachers teams meetings/ teachers conducted instructional walks/ students work posted ,positive signage throughout the building & LSC agenda

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
 - 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
 - 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)
 - 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
 - **Evidence:** Students IEPs, curriculum maps, lesson plans, SEL lesson Calm Classroom,
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 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:** lesson plans, formative assessment data, classroom instruction , peer observation data & student survey
- 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
 - 4 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

- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** data meet agenda, formative assessment protocol, gradebook entries,
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 3 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)
 - 3 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)
 - 3 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)
 - 3 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)
 - 3 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)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)
 - 4 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)
 - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- 4 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)
- 4 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)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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:** established BHT agenda , external partnerships agenda and provided services, PAC agenda and teachers team agenda
- 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
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:** Monthly post secondary meetings, dual credit class/ CTE programs/counselor push in class to assist students to own their data/ college tours

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 3 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:** BHT and External partners
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** school wide civic projects, classroom instruction and student surveys
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 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)
 - 4 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:** School climate meeting with dean bi-monthly SEL standards in daily lesson plans
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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:** Dean's records, pd agenda ,BHT meetings/MTSS
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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)
 - 3 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)
 - 4 Partner equitably with parents speaking languages other than English

- 4 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:** monthly parent meetings/community partners/Attendance letters to parents/ parent workshops

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|-----------------------------------------------------------------------------------------------------------------|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 3 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 2 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 0 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Family & Community Engagement | 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 |
| 4 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | 0 |
| 4 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 4 | Quality and Character of School Life: Physical and Emotional Safety | 0 |
| 4 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 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 | Literacy attainment among all students |
| Root Cause 1 | The need for improving teaching and learning through quality instruction. |
| Area of Critical Need 2 | Mathematics attainment among all students |
| Root Cause 2 | The need for improving teaching and learning through quality instruction. |
| Area of Critical Need 3 | Balanced assessment relevance for all students |
| Root Cause 3 | The need to gather, analyze and use current and relevant formative and summative for improving student learning. |

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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------|----------------|----------------|
| Vision: College Readiness SAT We chose this metric because if students with IEPs show growth, Dunbar's overall benchmark growth will increase by 5 points. | Students with IEPs | | 10.00 | 15.00 |
| | Male | | 5.00 | 10.00 |
| SQR: PSAT 9 Annual Growth Percentile We chose this metric because our African American males w/IEPs consistently have not met benchmark on PSAT. | Students with IEPs | | 11.00 | 17.00 |
| | Male | | 15.00 | 18.00 |
| SQR: SAT Cohort Growth Percentile We chose this metric because if students w/ IEPs demonstrate improvement, attainment on benchmark on PSAT will improve at least 3 points | Students with IEPs | | 11.00 | 15.00 |
| | Male | | 11.00 | 16.00 |
| (Blank) | | | | |
| (Blank) | | | | |

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 The importance of completing the 5 Essentials is shared with all stakeholders; therefore, the expectation is to have at least 70% of all stakeholders complete survey. | | | | 70.00 | 80.00 |

Custom metrics (0% complete)

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

Strategies

Strategy 1

| | |
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| If we do... | Plan a wide-range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate students' misconceptions, learning styles and level of instructional levels to how they learn, |
| Then we see... | Students articulating the relevance of the objective learning, scaffolding rigorous learning targets for instruction and teachers implementing best practices that are research based reflecting all major academic shifts in literacy, math, science and social science particularly culturally relevant texts that showcase real world context to students lives. |
| which leads to... | Students' attainment and growth on PSAT/SAT Benchmark especially male students with IEP by 10 points. |
| Budget Description | Professional development for teachers, professional content journals, updated technology/software for access to current academic research and updated appropriate grade level text collections. |
| Tags | Instruction, Equity: Resource Equity, Literacy: Key Practice #1-Abundant Reading of Diverse Texts |
| Action steps | <ul style="list-style-type: none"> (Not started) 1. Create a system and structure to provide professional learning opportunities for all teachers on new and research based strategies for all content areas each quarter by network specialists, H.S. Summit/ (hired content consultants at least once a school year). 2. Teachers practice new learning in quarterly academic cycles (4wks) 3. Weekly progress monitoring through peer observations & admin pop-ins. 4. Collaborative feedback and recommendations for lesson adjustments 5. Observed teachers re-teach and incorporate new |

| | |
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| | <p>learning or provide support for growth teachers 6. Cycle is repeated with scaffolding existing strategies or scale up to new strategies</p> <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Instructional leader, Teacher Leaders,Obtain consultant for professional PD in the field to conduct PD for teachers/ Teachers attend HS Summit/weekly PLCs <p>Tags:CIDL: Curriculum, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (Not started) 1. Develop professional learning opportunities for all teachers on new and research based strategies for all content areas each quarter by network specialists, H.S. Summit and teacher leaders 2. Teachers practice new learning in academic cycles (4wks) 3. Bi-weekly progress monitoring through peer observations & admin pop-ins. 4. Collaborative feedback and recommendations for lesson adjustments after observation 5. Observed teacher re-teach/elevate to another best practice and incorporate new learning 6. Cycle is repeated <p>Tags:</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Strategy 2

| | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If we do... | Put forth intentionality in developing comprehensive quarterly curriculum maps/unit plans with pacing guide embedded with CCSS/SAT content/standards/skills, (horizontally/vertically) and relevant culturally sensitive complex texts that are content specific topics that will guide our instruction, |
| Then we see... | weekly planned out lessons that will appropriately utilize the big ideas of the maps/units that are planned to be taught to determine whether students understand the body of knowledge obtained from content /standards/skills prepared or whether reteaching/scaffolding need to be introduce so that the understanding that students are expected to know and learn are warranted. |
| which leads to... | weekly student achievement on formatives, coupled with student engagement that foster agency, authority and Identity in daily student learning in our classrooms. |
| Budget Description | Curriculum Summer Planning (bucket) for core teams and leader teachers on established PLCs |
| Tags | CBE: Adaptive Pacing, CIDL: Curriculum, MTSS: Curriculum & Instruction |
| Action steps | <ul style="list-style-type: none"> (Not started) 1. Share curriculum objectives with ILT/ PLC teams/select time frame to plan and complete maps 2. PLCs plan curriculum maps selecting standards/skills based on summative assessments to build maps accordingly 3. Teachers work collaboratively to gain understanding of horizontal/vertical grade level skills 4. Teachers plan with network content specialists,teacher leaders to create maps 5. Maps are presented during teacher institute PD in summer months and revisited each semester for adjustments. |

| | |
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| | Tags: |
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Strategy 3

| | |
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| If we do... | Gather evidence and make data driven decisions by examining multiple data types (BOY, MOY, EOY) and points weekly,quarterly and at the end of each semester to analyze, progress monitor and apply equity in grading to strengthen teaching and learning, |
| Then we see... | The use of screening, diagnostic, and progress monitoring of data to correctly identify specific gaps and improvement for all students but especially for male students receiving tier 2 and 3 services, in addition to tier 1 core instruction. |
| which leads to... | Multiple measures of assessments types to provide a more comprehensive picture of individual student and student groups (bk. males/diverse learners) with at least 3 point increase on PSAT/SAT |
| Budget Description | Formative assessment tools ie (Academic Approach) |
| Tags | Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems |
| Action steps | <ul style="list-style-type: none"> (Not started) 1. Teacher teams analyze formative data every weekly as well as BOY/MOY/EOY quarterly/end of semester 2. Gather individual student data and plan lessons for students' instructional level (weekly) as well as stretch levels for high performers 3. Data is collected weekly/quarterly & end of each semester and review by teacher teams to inform instruction <p>Tags:</p> |

Action Plan

Strategy 1

1. Create a system and structure to provide professional learning opportunities for all teachers on new and research based strategies for all content areas each quarter by network specialists, H.S. Summit/ (hired content consultants at least once a school year). 2. Teachers practice new learning in quarterly academic cycles (4wks) 3. Weekly progress monitoring through peer observations & admin pop-ins. 4. Collaborative feedback and recommendations for lesson adjustments 5. Observed teachers re-teach and incorporate new learning or provide support for growth teachers 6. Cycle is repeated with scaffolding existing strategies or scale up to new strategies

Aug 24, 2020 to Jun 18, 2021 - Principal ILT CoreTeachers

Instructional leader, Teacher Leaders,Obtain consultant for professional PD in the field to conduct PD for teachers/ Teachers attend HS Summit/weekly PLCs

Aug 24, 2020 to Jun 18, 2021 - Principal/ILT & teacher leaders

1. Develop professional learning opportunities for all teachers on new and research based strategies for all content areas each quarter by network specialists, H.S. Summit and teacher leaders
2. Teachers practice new learning in academic cycles (4wks)
3. Bi-weekly progress monitoring through peer observations & admin pop-ins.
4. Collaborative feedback and recommendations for lesson adjustments after observation
5. Observed teacher re-teach/elevate to another best practice and incorporate new learning
6. Cycle is repeated

Aug 24, 2020 to Jun 18, 2021 - Principal/ILT & teacher leaders

Strategy 2

1. Share curriculum objectives with ILT/ PLC teams/select time frame to plan and complete maps
2. PLCs plan curriculum maps selecting standards/skills based on summative assessments to build maps accordingly
3. Teachers work collaboratively to gain understanding of horizontal/vertical grade level skills
4. Teachers plan with network content specialists,teacher leaders to create maps
5. Maps are presented during teacher institute PD in summer months and revisited each semester for adjustments.

Jul 06, 2020 to Jun 18, 2021 - Principal ILT PLCs

Strategy 3

1. Teacher teams analyze formative data every weekly as well as BOY/MOY/EOY quarterly/end of semester
2. Gather individual student data and plan lessons for students' instructional level (weekly) as well as stretch levels for high performers
3. Data is collected weekly/quarterly & end of each semester and review by teacher teams to inform instruction

Aug 24, 2020 to Jun 18, 2021 - Principal Teacher teams ILT

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.

District needs assessment of entire school based on the achievement of students are shared with parents, teachers and students quarterly to ensure all stakeholders are invested in the improvement of student learning.

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

The school provides syllabi from courses to inform students and parents of the curriculum and requirements for success. This would include assessment
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement include and not limit to: High quality curriculum and assessment for all students, honor classes and before and after school tutoring, Onsite SAT practice classes.

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.

DVCA follows academic framework from the district for all core subjects, which are scientifically-based research that strengthen the core academic program.

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).

Students needs for mentorship and counseling are addressed via Behavior Health Team, college and career via post-secondary coach, finance education via a course in financial literacy and innovative teaching methods through google classroom.

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

DVCA follows district guideline for hiring high quality teachers, which is based on teachers' qualification to teach a subject matter.

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.

High quality professional development for all stakeholders continue to consist of the school's ILT, which consist of core subjects teachers along with administration, literacy coach and diverse learner teacher will quarterly provide professional development to inform parents of students' academic achievements as well as current school's instructional goals.

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

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

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.

N/A

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.

Teachers are included in all academic assessment decisions in order to improve the achievement of individual students and over all instruction program. The teachers core teams representative from all core subjects are reflected on the Instructional Leadership Team. (ILT)

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.

Interventions that are available to all students in timely additional assistance to recover when experiencing difficulties mastering the proficient levels of academic achievement standards are considered in before and after school tutoring and individual teachers' in school tutoring sessions.

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.

Representatives from programs supported under NCLB are invited to attend and share important information about their programs with parents during monthly parent meeting.

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.

The principal presents the Title I plan to the PAC annually at the mandated meeting. These documents are share with the PAC. The principal presents the annual NCLB budget to parents at that meeting. Parents ask questions and make suggestions for improvement.

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 principal presents the Title I plan to the PAC annually at the mandated meeting. During each school year this will occur during the month of September. During the 2020-2021 school year this will occur on September 29, 2020. The organizational meeting will take place on October 27, 2020. These documents will be posted to the parent page on school's site . The principal presents the annual NCLB budget to parents at this meeting. Parents are encouraged to ask questions and make suggestions for improvement. All parents are invited by email, a letter sent home and an all-call. A copy of presentation packet is available to to all parents and available in the PAC Binder.

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 hosts monthly PAC and LSC meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives and events. The administration has an Open Door Policy. Parents can request a meeting with the administration or stop in daily to discuss any issues or concerns.

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 school provides each student with their individual result on all standardized exams. At orientation, parent meetings, senior and junior nights, counselors review student performance on standardized tests with parents.

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

The school only hires Highly Qualified Teachers; however, in hard to filled areas such as physical education, administration will distribute letters to inform parents of their rights to request information on teacher status.

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.

The school provides each student with their individual result on all standardized exams. Recently the school created scorecards for students to track their performance over-time to measure growth. At orientation, periodic parents meeting, senior and junior nights, counselors review student performance on standardized tests with parents. Counselors and teachers review testing scorecards with students during counselor push-in. Classroom teachers review interim assessment data in-class with students after each administration.

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.

Principal routinely post on school website parents' information about resources, training, and programs that will help them support their students. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc.

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.

Parents and teachers will participate in a quarterly town hall meetings; so that, parents can voice the best way to achieve the goal of equal partnership between parent and teachers.

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.

Principal routinely informs parents information about resources, training, and programs that will help them support their students. The school actively seeks vendors and service providers to support their families. These vendors and providers attend parent night events as well.

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 parents are invited by email, school website and a letter home and an all-call in parents' home language

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.)

To encourage partnerships between skilled trade businesses, educational and community organizations that will prepare DVCA students to be productive members of the workforce and successful citizens. The students of DVCA will be empowered with the academic, social, career and technological skills necessary for post-secondary success. Our students will emerge as conscious and responsible citizens who will make positive contributions to the local and broader community.

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 school hosts an Annual Open House in September to give parents an opportunity to meet teachers. We also host two Parent Conferences on the district-wide dates. Parents also routinely request conferences with individuals or all of their child's teachers and those requests are met. The school also initiates parent-teacher conferences routinely.

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

The school distributes and mails progress reports and report cards for the (1st and 3rd quarter) to parents. The school aggressively promotes the CPS Parent Portal.

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

All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes. Staff consistently attends parent conferences requested by parents and those that they initiate.

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.

DVCA is creating a volunteer program that makes it easier for parents to volunteer at the school. The school website will include a list of volunteer opportunities. This will allow parents to sign up to volunteer. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes.

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

Parents will promote an academic environment at home by ensuring student completes all homework assignments and provides assistance when needed, reads for pleasure, encourages their student to become an avid reader, and research and enroll their student in academic and summer enrichment programs. Parents will also monitor grade book on a regular basis, ensure that their student attends school daily and arrives on-time, attend school sponsored events and parent conferences, encourage their student to learn actively in and out of school and participate in all school's academic support programs, such as after-school tutoring, sports and After School Matters.

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 hosts monthly PAC and LSC meetings to provide opportunities for parents to make suggestions for school improvement and obtain information about school initiatives, events, and status. The administration also has an Open-Door Policy. Parents can request a meeting with the administration or stop in daily to discuss any issues or concerns. Parents participate in IEP meetings and assist with the selection of what is best for their child's education.

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 are engaged in weekly discussion with core classroom teachers regarding the importance of students taking ownership of their learning through the means of agency, authority identity. Students reflect on class participation, grades and assessment data. Moreover, DVCA's behavior health team (BHT) host semester town-hall events to give students opportunities to express positive attitude and discuss

consequences of bad choices. Students are recognize for attendance, most improved and honor roll merits. All of the mentioned platforms foster ways in which students share responsibility for improvement of their academic achievements.

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.

In an effort to increase knowledge of academic best practices DVCA PAC will attend professional learning opportunities from the parent's perspective quarterly.

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. | \$1200.00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$230.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$780.00 |
| 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) | \$100.00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$355.00 |
| 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. | \$355.00 |

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| 54565 | <p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p> | \$100.00 |
| 53510 | <p>Postage Must be used for parent and family engagement programs only.</p> | \$0.00 |
| 53306 | <p>Software Must be educational and for parent use only.</p> | \$0.00 |
| 55005 | <p>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.</p> | \$0.00 |