## SY2017-18 Comprehensive School Plan

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| **DCPS/ School Vision** | Every student feels loved, challenged, and prepared to positively influence society and thrive in life. |
| **CHEC Mission** |  *All students who graduate from our Dual Language Immersion Early College Campus will be prepared to succeed in college and civic life as leaders in the quest for social justice. We develop intellectually curious scholars who are articulate communicators in two languages, critical thinkers and consumers, cultural ambassadors, and contributing community members.*  *We focus on socio-emotional learning as a key part of the instructional program, and our students demonstrate perseverance, ethics and character in the pursuit of excellence. Restorative practices are the foundation of our school climate, as we enhance relationships and build community. As lifelong learners in the pursuit of excellence and innovation, we foster a growth mindset through which teachers, administrators, students, parents, and community members**all collaborate to achieve**goals.  We trust one another to continually improve our practices.* |
| **Focus Area** | **Literacy and Math****(DCPS Required)** | **SEL****(DCPS Recommended)** | **College and Career Readiness****(Cluster Required)** | **Advanced Placement for All****(School Specific)** |
| **School-Specific Strategy** | *Implement personalized, project based learning aligned to standards in order to ensure that all students are engaged in a rigorous, responsive and relevant learning environment.* | *Promote student engagement in a safe and welcoming school environment through community building and restorative practices that increase student and family satisfaction.*  | *Engage all students in grades 6 through 12 in a college going culture and planning process by incorporating college awareness, goal setting and post secondary plans at all grade levels.*  | *Implement vertical alignment in all Advanced Placement subjects utilizing AP curriculum overviews and released tests to align rigor from 12th down to 6th grade.* |
| **Aligned DCPS Strategic Priority & Rationale** | * Promote Equity
* Educate the Whole Child
* Empower Our People

Based on SY16-17 EOY PARCC data, 76% of students were below grade level in reading comprehension, and 86% were below level in math. When comparing subgroups, there was a 28% gap between ELL’s and their peers in ELA and 14% gap in Math; there is a 26% gap between between SPED students and their peers in ELA and a 14% in Math between SPED students and their peers.  | * Promote Equity
* Educate the Whole Child
* Engage Families

Student satisfaction in SY16-17 was 82%, compared to 82% the previous year. Within the survey, the lowest areas of satisfaction were Social Emotional Learning (66%) and Interpersonal relationships (80%). The total number of suspension days increased from 5 per 100 students to 7 per 100 students, which is still quite low, but males of color and students with disabilities constitute the majority of suspension days in SY16-17.ISA was 84% last year, which is the same as the previous year. | * Promote Equity
* Educate the Whole Child

ACGR in SY16-17 was 89% (still not final), up from 87%. However, the majority of students who did not graduate on time were ELL’s. 90% of students completed a college application, and 72% matriculated into college. 50% of students applied for and received FAFSA.  | * Promote Equity
* Educate the Whole Child
* Empower Our People

The percentage of students passing an AP test in 2017 was 23.8 in 2017, up slightly from 20% in 2016, but down from 30% in 2015. In addition, the passing rates vary widely from subject to subject, with the highest passing rates in World Languages, and the lowest in English, Math and Science.  |
| **Goal(s)** | * Decrease Level 1 PARCC by 10% in ELA and Math
* Increase Level 4/5 by 10% in ELA and Math
* 70% of non-ELL level 1 and 2 students meeting or exceeding growth target on SRI by EOY
* 80% of ELL level 1 and 2 students making their annual expected growth on ACCESS English exams
* 70% students meeting or exceeding growth target on Eureka aligned assessments
* Decrease the achievement gap between ELL and non ELLs in ELA to 10% from 28%, and in Math to 7% from 14%.
* Decrease achievement gap between SPED and non-SPED to 10% from 26% in ELA and to 7% from 14% in Math.
 | * Student satisfaction at 84%+ by EOY – Social Emotional Learning will be at least 80%, and Interpersonal Relationships will be at least 84%
* ISA at 90% or higher by EOY
* Suspension days for young men of color will be reduced by 25%
* Home Visits will increase from 34% of the school population to 50% of the school population
* The number of parents attending Portfolio presentations will increase to 25% of the parents in each SLC
 | * Increase ACGR from 89% in SY16-17 to 90% in SY17-18
* 100% of students will have postsecondary plans (acceptance to college or other post-secondary, by EOY)
* 95% of eligible students will have completed FAFSA
* 100% of eligible students will have completed DCTAG application
* 100% of students will have received classes in financial literacy in relationship to college, and have developed a plan
* 5%-pt increase in % of students with 1+ college application (up to 95%)
* 5%-pt increase in college acceptance to colleges with 40%+ graduation rate
* Increase overall College Exposure through certain experiences
* 85% of Career Bound students (based on ISA) receive a job/internship offer or are accepted into a post-secondary training program (June 2018)
* 100% of Career Bound students (based on ISA) complete a portfolio (resume, application) (June 2018) 70% of Career Bound students who receive offers/acceptances are placed\* into a job, internship, or post-secondary training program (August 2018) \*placed is defined as accept and start job or program
 | * Increase the schoolwide passing rate on Advanced Placement to 28%, up from 23.8% in 2017. Increase English, Math, and Science passing rates by at least 15%.
* Increase the number of students in 9th and 10th grade taking Advanced Placement courses.
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| **Owner** | * Principal, Grade Level Assistant Principals,LEAP Leaders, Department Chairs
 | * Dean Team, RJ Team, Family Involvement Coordinators, Pathways Coordinator
 | * Principal. Grade Level Assistant Principals, Pathways Coordinator, College Career Coordinator, 12th Grade Counselors
 | * Principal, Assistant Principals for Upper Division, Department Chairs
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| **Action Steps** | 1. Implement LEAP (Appendix A).
2. Implement Common Core aligned leadership and instruction strategy (Appendix F).
3. Implement Summit Basecamp platform in grades 6 through 10
4. Implement a collaborative, job embedded approach to professional development during bi-weekly early release day, based on teacher needs/interests.
5. Teachers will ensure that the CHEC 7 strategies (Literacy) and task based (Math) strategies are utilized daily in all core subject classes; Admin and ALT team will provide for professional development and monitor.
6. ALT will provide differentiated training for all teachers on Data Driven Instruction, with a focus on action planning for differentiation for students.
7. All Core teachers will use Mastery Connect to maintain data on student progress disaggregated by standards; SLC Administrators will monitor progress of below basic students on formative assessments biweekly to make adjustments to targeted intervention support.
8. ALT will provide for differentiated job embedded professional development in Understanding by Design, so that all teachers are able to design and teach to rigorous performance tasks and assessments.
9. A professional development plan for second language acquisition strategies (ELL’s and SLL’s) will be developed by October 1, incorporating in-school, central office and external providers.
10. A professional development plan for co-teaching and special education accommodations for all general education and special education teachers will be developed by October 1, incorporating in-school, central office and external providers.
11. Utilize collaborative time for embedded professional development in UbD design and tuning of curricular documents.
12. Monitor implementation of standards based instruction approach culminating in portfolio presentations by having student work on the table at every meeting and conducting walk throughs and peer observations.
13. ELL teachers, Reading and Math Specialists will provide additional support to struggling readers during the intervention classes: all students in need of intervention will receive it.
14. A mandatory after school program for ELL 1’s and 2’s, as well as SPED students, will be implemented beginning the first week of school.
 | 1. Implement SCI (Appendix B) and Restorative Justice Schoolwide Plan.
2. Teachers will implement Restorative Justices circles at least once/week in advisory sessions.
3. The school’s small learning communities will implement a branding and community building plan to build identity and a sense of belonging.
4. The Empowering Young Men of Color program will provide intensive programming to 25 young men in both middle and high school, and will arrange for schoolwide professional development in cultural competence.
5. Teachers will conduct empathy interviews with students at least once an advisory to determine their perceptions and needs in their classes.
6. The Dual Language team in all grade levels will survey Spanish Language Learners to determine their satisfaction and comfort with current strategies; strategies will be adjusted to respond to student needs.
7. All students in the high school will have an early release day once a week to engage in service to the community; in the middle school students will engage in in-school service and enrichment activities.
8. School Climate team will utilize PBIS as an incentive system to promote positive behaviors and attendance.
9. Attendance team, Pathway Coordinator and counselors will generate weekly attendance reports and create individualized attendance plan for students with 10+ unexcused absences.
10. Small Learning communities will implement all attendance protocols, including teacher calls and notes in Aspen, and counselor interventions.
11. Administrative team and Attendance team will partner with Stand Out SpeakUp to organize a community event in the fall. The Team will partner with different partners to highlight attendance and provide incentives.
12. Each SLC will have a parent advisory board, which will work on increasing involvement of all parents.
 | * + - 1. Implement College and Career Readiness strategy (Appendix E).
			2. Through the advisory program, all teachers will be assigned to 20-25 students that they will mentor and guide to discuss different postsecondary options with students through the use of Naviance
			3. All advisory teachers will meet with their assigned students each term to check in with them individually, review their academic data, and discuss their postsecondary options.
			4. By November 2017, all seniors will have presented their Graduation Readiness Advisory Board portfolio and passed.
			5. The SLC Administrators, Counselors and Social Workers will identify at-risk students and provide targeted, additional support before they drop out. The Pathways Coordinator will provide additional support to 50 targeted high risk students.
			6. The College Career Coordinator will lead a team of counselors, Pathways Coordinator, and other interested staff to implement a 6-12 college preparation program, with milestones for each grade.
			7. CHEC Alumni will be involved in speaking with students about their journey to college.
 | 1. The AP Coordinator will analyze AP instructional reports with all AP teachers, and develop a specific plan for vertical articulation based on close review and analysis of course overviews.
2. All AP interim assessments and short cycles will be based on released items.
3. All Advanced Placement Teachers will attend a content specific AP training by November of 2017.
4. An AP Saturday Academy will be implemented effective October 1st, and all AP students will be required to attend a specific number of sessions
5. All teachers in grades leading up to AP will closely analyze the AP course overviews, and receive professional development in the relationship of their course to preparing students for AP, and will implement at least one AP aligned task per month.
6. There will be regular celebrations and branding of AP courses, with course specific incentives such as T-shirts, field trips, and events.
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| **Leading Indicators** | * Formative assessment data – Interim assessments every 10 weeks, short cycles assessments every two weeks until January, weekly afterwards.
* Disaggregated analysis of Interims and short cycles to monitor sub group gaps (ELL, SPED and SLL).
* Progress of students in Intervention classes – reports from Read 180 and ESL Support teachers
* Student work analysis at every meeting
* Key LEAP instructional look-fors: Admin team, LEAP Leaders, and Coaches will conduct at least two walkthroughs per day each, with debrief, to monitor implementation of look fors. Look fors may be differentiated by subject, grade or program
	+ 75% of teachers will implement Instructional look-fors by MOY, 90% by EOY
 | * Weekly attendance rate and # of truant students: Attendance team will meet weekly to review and to identify supports in place for those students.
* Focus on identifying the barriers that families are facing to getting their children to school, and find partners and supports to help eliminate those barriers
* Create a family support group to focus on attendance
* SBT data: School Climate Team and Admin will review reports disaggregated by grade, gender, and ethnic background on a weekly basis to identify behaviors where increasing # of incidents are occurring, or where patterns of behavior exist.
* Weekly PBIS report
* Weekly Flamboyan report
* Mini student satisfaction surveys every advisory
 | * ACGR Tracker data: All APs will meet with their grade level teams to review the ACGR Tracker data each quarter
	+ Red students: intervention plans created by end of term 1, implement plans by beginning of term 2
	+ Blue students: attendance team and registrar will ensure 65% of withdrawn students have proper withdrawal documentation
* # of students with complete Postsecondary Plans: Admin will meet quarterly to review plan completion
	+ 75% of students will have completed Postsecondary plans by term 1, 100% by term 2
 | * Mastery Connect progress monitoring of AP aligned interims and short cycles. data: Admin will meet with AP teachers monthly to review data for AP students.
* Student reflections on their data and goals for improvement
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| **Needed Support from Central Office** | * Funds for Read 180 teachers for ongoing 180 training from the literacy team, particularly in analyzing data – specifically in response to the RI score bands
* Support from the accountability team in analyzing data and receiving data quickly
* Professional development support (financial, time and ability to attend conferences and trainings.)
* Funds for Math Intervention program for students below grade level
* Funds for part-time math intervention specialist to do work similar to reading intervention specialist
* Funds for Specific Intervention for WIDA Level 3 students
 | * Data support from central attendance team, quicker response to glitches in Aspen attendance, more rapid support in resolving data issues
* Funds for incentives for attendance
* Funds for Parent Attendance Support Group Activities, and support items
* Continuing guidance and support on Restorative Justice practices
* Funds for Student Leadership Retreats
* Funds for more RJ training after school or on weekends
* Funds for PD on conducting empathy interviews and using them to build relationships and responsive curriculum
 | * Technical support for using Naviance
* Resources and/or connections to organizations that provide college and career exploration opportunities for students
* Data reports as requested; follow up data on graduates current status
* Funding for every grade level to take at least 2 college field trips in one school year.
* Funding for College Tee-shirts for college awareness month
* Computer Technology-in order for students to apply to colleges via Naviance and Common Application.
 | * Support and funding for Professional Development for AP teachers
* Funds for College Board to provide training to teachers at CHEC
* Funds for Class Sets of AP Prep books (Barrons, AMSCO, Kaplan)
* Funds for Partnership with a Test Prep Company
* Funds for novels in English and Spanish, coordinate AP Spanish Lit and AP English Lit.
* Funds for Books, Apps for the Dual Language program to support ELA
* Funds for more books for Independent Reading
* Resources for the English Lang and English Lit AP portion of the test.
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