CIWP

2012-2014 Continuous Improvement Work Plan

Bronzeville Scholastic Academy High School

South Side High School Network

4934 S Wabash Ave Chicago, IL 60615

ISBE ID: 150162990250834

School ID: 610381

Oracle ID: 55191

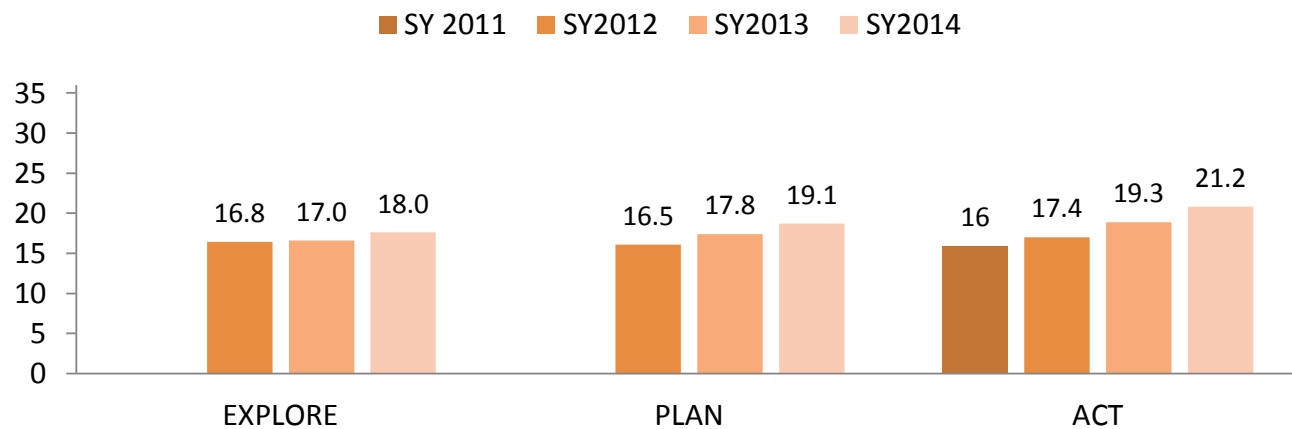CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

In order to create a more equitable society, BSI is dedicated to educating today's students to become tomorrow's leaders. We foster a learning culture whereby students think critically, act responsibly, and communicate effectively. The BSI experience empowers students to become independent and lifelong learners, who demostrate personal resilience, problem solving skills, and college and career readiness.
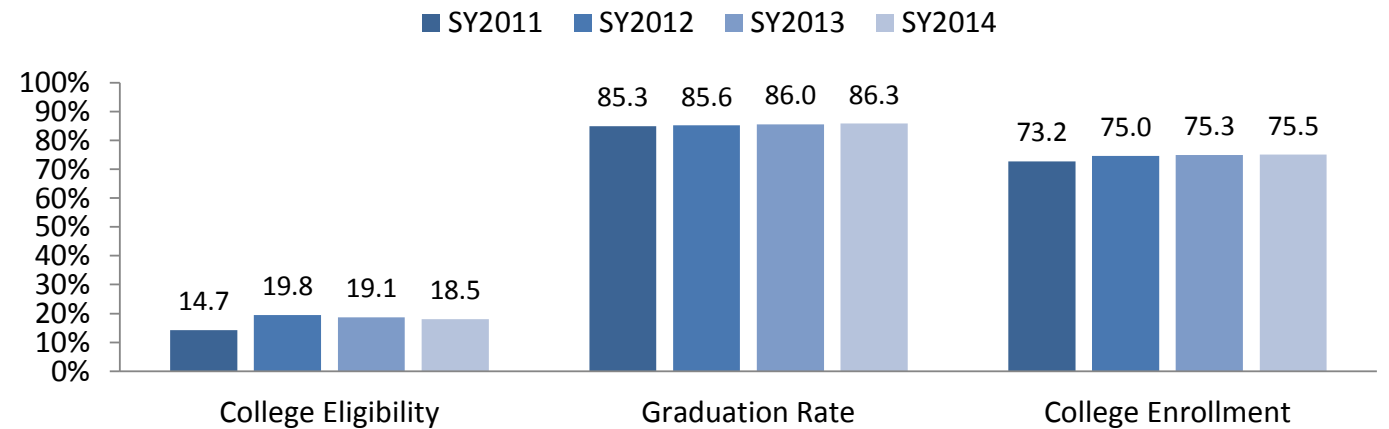
Strategic Priorities

1. Enhance Instructional core through common core standard infusion, strategic block scheduling, and performance task execution so students are exposed to a rigorous curriculum reflective of a college-level teaching

2. Increase and align professional learning in three areas: learning communities (ie. Course teams, grade level teams), common core standard

3. Establish a common program of discipline and management for social emotional support for students which is shared and implemented by all teachers and other members of school staff

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	16.8	16.5	17.4
SY2013	17.0	17.8	19.3
SY2014	18.0	19.1	21.2
SY2011			16

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	14.7	85.3	73.2
SY2012	19.8	85.6	75.0
SY2013	19.1	86.0	75.3
SY2014	18.5	86.3	75.5

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Bronzeville Scholastic Academy High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Latunja Williams	Principal
Regina Huston	Assistant Principal
Dr. Allen Bearden	Other
Francisco Borrull-Guerrero	Classroom Teacher
John Kuijper	Classroom Teacher
Tonya Fisher	Classroom Teacher
Kathryn Frank	Classroom Teacher
Lynn Bailey	Classroom Teacher
Lawanda Funches	Classroom Teacher
Frenda Rodgers	Counselor/Case Manager
Daniel Creed	LSC Member
Loretta Newsome	Parent/ Guardian

High School Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	14.5	16.8	17.0	18.0
10th Grade - PLAN Average PLAN score	✕	15.2	16.5	17.8	19.1
11th Grade - ACT Average ACT score	16.3	15.5	17.4	19.3	21.2

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	14.7	19.8	19.1	18.5
5-Year Graduation Rate % of students who have graduated within 5 years	85.3	85.6	86.0	86.3
College Enrollment % of graduates enrolled in college	73.2	75.0	75.3	75.5

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.0	2.1
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.8	3.4

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.3	92.7	92.9	93.0
Freshman On-Track % of Freshman Students on-track	71.1	85.0	85.5	86.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	16.2	17.4	19.1	20.8
Sophomore On-Track % of Sophomore students on track	78.2	83.0	83.5	84.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	26.7	26.8	28.5	30.0		**PSAE Reading** % of students exceeding state standards	0.8	1.0	1.3	1.5
PSAE Mathematics % of students meeting or exceeding state standards	14.5	15.5	16.1	17.6		**PSAE Mathematics** % of students exceeding state standards	0.0	0.8	1.0	1.3
PSAE Science % of students meeting or exceeding state standards	10.7	11.9	12.9	14.0		**PSAE Science** % of students exceeding state standards	0.0	0.5	0.8	1.1

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		2
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has established goals for student achievement that are aimed at narrowing the gaps. We are, in most cases, ensuring college and career readiness. Yet, gaps still remain. A strategic plan that outlines the schools priorites is being developed (derived from analysis of data).	
	Principal Leadership	-->		2
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• PD is not always about what's needed but about leadership choice; not outside development needs. Clear meetings but no clear link between all meetings and staff development. Coaching is lacking; yet, there is a variety of capacity to execute on the goals put forth. • Too many meetings to establish clear link • Remediation plans do not instill College Career Readiness	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Short term planning, but not a lot of long term planning; ILT is made up of a good represeetation; issue of investment amongst staff on teams; equity of voice needs work; sharing out from PDs is present but inconsistent; involvement is heavier than investment; there is a disparity of those who do everything, and those who do nothing;	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Not a sped teacher on the team; there are most teachers representation; the agenda is focused on teaching and learning; the information from the ILT to the staff is not robust enough for it to be an active body for change; the communication needs to be stronger.	
Monitoring and adjusting	-->		3
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Individual adjustments are hard to do when we meet as a team;data meetings are utilized; there plans and they are implemented.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Short and long term plans don't always meet individual needs; cross curricular planning would assist with this, but it isn't happening; differetiation could be met if there was cross curriculum; interims don't match the curriculum maps;curriculum maps need to be modified when data results come in, and there is an expectation that core teachers have to react to the data; we have curriculum maps; we do have the right resources to respond to the needs; course teams are teaching the same things at the same time, and trying to modify with data information.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Not enough for each students; not enough textbooks, not enough novels; materials need to meet students where they are; staff does well developing items outside of the book; directives are constantly changing for what curriculum needs to do; sped teachers are spread too thinly to serve the kids effectively/efficiently; the voice of the sped teacher needs to be heard more; we need more adaptive technology for sped students; staff does well developing items outside of the book; directives are constantly changing for what curriculum needs to do;	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• There is a comprehensive set of ways to assess our students; i.e. Projects; sped modifications are properly implemented; however, technology is limited to teacher and teacher teams. We don't continue to grow what we have; we always start fresh and the interims don't align so it's hard to compare. • Assessments aren't vetted; to few materials; • Technology prevents access to data • Assessment not necessarily aligned to standards	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	When comparing the evidence of effective school; we find that we are in the process of meeting all the markers of an effective school; walkthru data suggests that there are some areas that need attention (ie. Objectives, and level of questioning.) Yet, our PSAE scores have remained flat for a period of three years and the PD data suggest we need to continue our work on implementing CCSS plans and performance tasks.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		3
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	There is not a consistent understanding of how to intervene with students; intervention is teacher-responsible heavy; BSI does a lot of intervention, which is one of the objectives we set; after school, lunch and whenever time allows teachers are intervening; there is too much individual teacher intervention; having a consistent process or program would be useful; we do not know how interventions are working so we do not have a sharing out practice.	
Whole staff professional development	-->		2
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Coaching and mentoring are needed; lack of meaningful PD; • Short term planning, but not a lot of long term planning; ILT is made up of a good representation; yet, there is an issue of investment amongst staff on teams; equity of voice needs work; sharing out from PDs is present but inconsistent; involvement is heavier than investment; there is a disparity of those who do everything, and those who do nothing; • Needs special education representative • ILT can benefit from learning how to communicate	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Course teams meet regularly; there is limited alignment and feedback; course team meetings are more effective than grade level team meetings; sped personnel can't be at all meetings • It meets every description of typical [school] • Too many meetings; as if we are meeting just to meet	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	There is both support and coaching at BSI. However, because many teachers are not informed about the process many feel that there is no/limited teacher coaching, no official teacher support in place; help is usually based on the kindness of strangers. System provides support for some new teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	There are high expectations; but with all the remediation it seems to send a mixed message about being a college prep school. Intention of high expectations are strong; if we are based on intentionality, we are successful. The school has developed a plan to maintain a college going culture.	
	Relationships	-->		2
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	A lot of students have "a person" but there is some strengthening needed, particularly for the middle range students"; the issue is the respect amongst students towards each other; the language in the hallways shows a bit of failing; in most cases adult to student relationships seem strong; not all staff members show mutual respect across the board; students are good at incorporating students with disabilities into their classes.	
	Behavior& Safety	-->		2
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	inconsistent execution of rules by teachers; school report card reflects students don't always feel safe; teachers are not always informed about consequences for students	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*Expectations* --->			
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Information is consistently provided; counseling staff does well on helping students; parent nights and meet and greets are hosted, phone logs, parents are invited to recognition assemblies; junior parent meetings	
	Ongoing communication --->			3
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Communication is strong from the school to the home, but reverse, parent/guardian communication to the school needs improvment.	
	Bonding --->			3
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school has established a non-threatening, welcoming environment. We need to create more opportunities/reasons for parents/guardians to come to the school (ie. choir, plays.)	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	While not clear on facts of situation, staff knows of home visits that occur, and parent support is being provided. Visiting homes is happening; and ouside resources are being brought in to enhance students experiences.	
College & Career Exploration and election	--->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We introduce students to field trips to colleges, college fair, and take deliberate time to get kids to see schools. Participating meaningfully in Whats Next Illinois gives students an opportunity to investigate careers and empower them to make good choices.	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Follow up is needed; but the attempt is really strong; students are able to access AP courses because of teacher recognition.	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We have a limited amount of enrichment opportunities; we have a lot of developed sports programs, but not a lot of well developed clubs. Information about extra curricular activities isn't always disseminated,and we plan to become stonger in this area.	

(Vertical label at left: 6: College and Career Readiness Supports)

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school promotes preparation for the ACT. What's Next Illinois; COMPASS test, Springboard; lessons aligned with CRS are other modes to prepare our students.	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Students and families/parents are given early exposure to college Information. Junior parent night and meetings, college night for other grades add to the early on-going understanding and expectations.	
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	The school ensures effective transitions from 8th to 9th through freshmen connections; exit interviews and family orientation meetings. The school connects students to school and community resources to ensure successful transition from high school to college.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Homework center; supplementals for science course, history fair, science fair, field trips, and the library are a few ways that fund are allocated to align with identified needs.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The school actively works to build a pool of effective teachers by using teams that are assembled through information from colleagues; input on resumes;and referrals accepted for new hires. Staff members sit in on interviews; classrooms are used to do model lessons; feedback utiilized to make decisions.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Scheduling is based on student need.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

In order to create a more equitable society, BSI is dedicated to educating today's students to become tomorrow's leaders. We foster a learning culture whereby students think critically, act responsibly, and communicate effectively. The BSI experience empowers students to become independent and lifelong learners, who demostrate personal resilience, problem solving skills, and college and career readiness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Enhance Instructional core through common core standard infusion, strategic block scheduling, and performance task execution so students are exposed to a rigorous curriculum reflective of a college-level teaching	BSI has maintained a 16.4 the last 3 years; instruction needs to be made more rigorous through stronger professional development; utilize course teams to execute on lessons that are driven by Common Core Standards, and Performance Tasks so student mastery is based on skill proficiency.
2	Increase and align professional learning in three areas: learning communities (ie. Course teams, grade level teams), common core standard application, and school mission whereby students think critically, probelm solve strategically, and communicate effectively as demostrated by performance tasks.	Moving into school year 2012--2013 , we realize that we have existing team structures; however, it is important to make them more effective around instructional quality and rigor ; common core state standards application has been limited to network and district pd; BSI must transition to deliberate implementation of CCSS into everyday planning; lastly, the school mission hinges on the execution of assessments/activities culminating each unit of instruction; BSI's professional development will support teachers in the development of performance tasks, as well the deliverance and review of said performance tasks.
3	Establish a common program of discipline and management for social emotional support for students which is shared and implemented by all teachers and other members of school staff	BSI, while being a school with low discipline numbers, struggles to maintain a culture of high expectations and balanced intervention. This is evidenced from student surveys and teacher discussions around the culture domains. BSI will adopt a core set of expectations, rules, and communication streams so students have levels of support, intervention, and redirection in a consistent manner from all school personnel.
4	Optional	
5	Optional	

2012-2014 Continuous Improvement Work Plan

Bronzeville Scholastic Academy High School

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Enhance Instructional core through common core standard infusion, strategic block scheduling, and performance task execution so students are exposed to a rigorous curriculum reflective of a college-level teaching	BSI has maintained a 16.4 the last 3 years; instruction needs to be made more rigorous through stronger professional development; utilize course teams to execute on lessons that are driven by Common Core Standards, and Performance Tasks so student mastery is based on skill proficiency.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Complete Curriculum Maps and Performance Tasks for all courses. Maps and tasks will be aligned to common core state standards. Both designed to jump start the lesson planning and to provide content-rich, integrated learning experiences to students.	ILT/ Teacher Teams	All	ILT, Network and other staff members	Quarter 4-2011-2012	On-going	On-Track	
Attend Network PD on CCSS	identified members	All	ILT, Network and other staff members	Quarter 4-2011-2012		On-Track	
PD for enhancing instructional delivery with CCSS will be delivered by content area leaders and staff members who have begun to develop expertise in the area.	Professional Development	All	ILT, Network	Summer 2012			
Schedule freshmen students for extended instructional time as incoming scores determine	Instruction	Other student group		Quarter 1	Quarter 4		
Block scheduling PD will be shared with Daniel Hale Williams to better understand utilization of extended time with students.	Professional Development	All	Staff members from BSI and DHW	Summer 2012	Summer 2012		This supports the fuller school day plan goals of having strategic support and development at the freshman level; and in strategic places throughout the 4 years
Establish teacher team meeting goals and agenda items for year	ILT/ Teacher Teams	All		Summer 2012	Summer 2012		
Implemente and monitor teacher team meeting goals and agenda	ILT/ Teacher Teams	All		Quarter 1	Quarter 4		
Administer interim assessments for proficiency monitoring	Other	All		Quarter 1	Quarter 4		
Utilize interim results for re-teaching plans	Instruction	All		Quarter 1	Quarter 4		

Strategic Priority 1

Incorporate targeted instruction for ACT testing (outsource if funding permits)	Instruction	Other student group		Quarter 2	Quarter 3		
Create, vet and administer performance tasks for all courses, at each unit end	Instruction	All		Quarter 1	Quarter 4		
Utilize performance tasks at all levels to monitor student skill development	Instruction	All		Quarter 1	Quarter 4		
Utilize school created performance tasks on a quarterly basis to determine student proficiency and ILPs	ILT/ Teacher Teams	All		Quarter 1	Quarter 4		
Utilize Wednesday PD time to create common assessents	Instruction	All		Quarter 1	Quarter 4		
Establish year long calendar for unit reviews, assessment reviews, and performance task reviews	Other	All		Summer 2012	Summer 2012		
Implement calendar through formal system of review	Instruction	All		Quarter 1	Quarter 4		The goal is to be proactive and not reactive to curriculum and instruction. Addressing student needs through a systemic review of instructional deliveries will help us get closer to this.

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase and align professional learning in three areas: learning communities (ie. Course teams, grade level teams), common core standard application, and school mission whereby students think critically, probelm solve strategically, and communicate effectively as demostrated by performance tasks.	Moving into school year 2012--2013 , we realize that we have existing team structures; however, it is important to make them more effective around instructional quality and rigor ; common core state standards application has been limited to network and district pd; BSI must

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Common Core Professional Development has begun in content area meetings. This started with alignment of content maps but will need to expand to unit development.	Professional Development	All	ADMINISTRATION, COURSE TEAM LEADERS, & CAPACITY COACH	Quarter 4	On-going	On-Track	
Develop teacher leaders around CCSS unit planning with performance tasks for internal capacity building	Professional Development	select teachers	ADMINISTRATION, COURSE TEAM LEADERS, & CAPACITY COACH	Summer 2012	On-going	On-Track	This will be started during the summer CCSS session
Teams leaders who are knowledgeable about the process of unit development will conduct PD on the CCSS.	Professional Development	All	ADMINISTRATION, COURSE TEAM LEADERS, & CAPACITY COACH	Quarter 4	On-going	On-Track	The Capacity Coach has also been involved, and will assist in providing information about what it means to teach to standards
Develop all staff on unit development with CCSS	Professional Development	All	ADMINISTRATION, COURSE TEAM LEADERS, & CAPACITY COACH	Quarter 1	On-going		
Incorporate unit plan review and revision time with Common Core anchors	ILT/ Teacher Teams	All	All Staff	Quarter 1	Quarter 4		
Develop year long PD plan incorporating CCSS, performance tasks, and data monitoring	ILT/ Teacher Teams	All	All Staff	On-going	On-going		The Wednesday professional development time will be mostly used to make teams work in a more effective manner; using data to improve the instructional rigor and quality
Set up performance task creation and review time	All staff	All	All Staff	On-going	On-going		
Implement year long plan for PD	Professional Development	All	All Staff	Quarter 1	Quarter 4		
Establish communication stream for Teacher Teams for PD needs	ILT/ Teacher Teams	All	All Staff	Quarter 1	Quarter 4		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Establish a common program of discipline and management for social emotional support for students which is shared and implemented by all teachers and other members of school staff	BSI, while being a school with low discipline numbers, struggles to maintain a culture of high expectations and balanced intervention. This is evidenced from student surveys and teacher discussions around the culture domains. BSI will adopt a core set of expectations, rules, and communication streams so students have levels of support, intervention, and redirection in a consistent manner from all school personnel.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Discipline and management teams will evaluate rules and procedures that were in place in school years 2011-2012, focusing on areas where improvement is needed.	ILT/ Teacher Teams	All	Discipline and management team	Quarter 4	On-going	On-Track	
Discipline Team and staff members will use data to evaluate school culture and climate. Survey information, observations, and administration input will assist in continued focus on problem areas (e.g., hallways, classroom management, an in school suspensions). School-wide expectations are defined.	ILT/ Teacher Teams	All	Discipline and management team	Quarter 1	On-going		
Work with School and Commuity Liaison from Network to develop stronger outreach program	Other	All	Administration and Network Liaison	Summer 2012	On-going		
Prepare and execute discipline review and implementation by whole staff	Professional Development	All	All Teachers	Summer 2012	Quarter 1		
All teachers will include in there units/lesson plans methods of teaching the school-wide expectations to students. Social/ Emotional standards should be addressed.	Instruction	All	All Teachers	Summer 2012	On-going		
Expectations will continue to be discussed with parents when they are invited in for grade level meetings. Hold a school-wide/campus-wide expectation kick-off day.	Other	All	All staff and all schools	Quarter 1	On-going		

Strategic Priority 3

2012-2014 Continuous Improvement Work Plan

Bronzeville Scholastic Academy High School

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Bronzeville Scholastic Academy High School

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Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps