Bowen High School (/school-plans/490) / Plan summary

2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

> Bowen's principal communicates high expectations regarding actualizing Bowen's vision via State of the School addresses, weekly data-focused bulletins, and student town halls. These actions help keep all stakeholders informed and committed to the vision.
>
> Based on Bowen's 2014-2015 5Essentials results, Collaborative Practices, Collaborative Teachers and Collective Responsibility were all rated Strong. Effective Leadership was also rated Strong in all categories. On the other hand, 32% of teachers reported that only some or half of teachers feel other teachers feel responsible when students in our school fail. Also, Teacher Influence was rated Neutral with 24% of teachers reporting having influence on planning how discretionary school funds should be used. Also, School Commitment received a Neutral rating. This rating was based on 37% of teachers disagreeing or strongly disagreeing with the statement: I wouldn't want to work in any other school.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1   2   **3**   4

Bowen's ILT is made up of department chairs from each academic department: mathematics, science, social studies, applied arts, and English. The team meets weekly for an hour to discuss instructional improvement. This past year, they worked rigorously to implement a TIA assessment to gauge the effectiveness of the school wide targeted area: argumentative literacy.They also organized the year's professional development around the Motivational Framework for Culturally Relevant Teaching after receiving feedback from staff members regarding the struggle to get students motivated to perform rigorous student tasks. This involved a year long book study coupled with FLEX PD workshops focusing on each of the motivational conditions, and peer observations focused on safe practice for trying the strategies aligned to the framework.

ILT and academic departments have two-way communication that supports transparency in planning and actively engaged faculty. Notes from all ILT meetings, lesson studies, department meetings and grade level meetings are shared on the Google Drive with all faculty to support improved transparency and communication.

According to the ILT Effectiveness Rubric, Bowen's team scored high in 5 of 7 categories. The team now has to focus on the following: fidelity of facilitation of cycles of learning and the use of protocols to review and interpret data to inform practice.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

Professional learning has been coherently structured around the Motivational Framework for Culturally Relevant Teaching after receiving feedback from staff members regarding the struggle to get students motivated to perform rigorous student tasks. This involved a year long book study coupled with FLEX PD workshops focusing on each of the motivational conditions, and peer observations focused on safe practice for trying the strategies aligned to the framework. Lesson study and student shadowing were also implemented to further support improvement in lesson planning and lesson execution centered around the motivational framework.

During all professional development workshops, teachers work in small groups to facilitate collaborate practices and utilize peer observation protocols to provide follow-up feedback. Feedback from all PD workshops rate delivery of content and quality of objectives as high. On the other hand, teachers have requested more in classroom coaching to further support their use of new instructional strategies.

Further, on Bowen's 2014-2015 5Essentials results, Collaborative Practices, Collaborative Teachers and Collective Responsibility were all rated Strong. As well, Professional Development was rated Very Strong by teachers. One area of focus will be on the question, "Professional Development this year has included enough time to think carefully, try and evaluate new ideas," as 27% of teachers Disagreed with this statement.

Finally, the next level of implementation will be to create Heat Maps communicating the fidelity of the implementation of the strategies learned during professional learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1   2   **3**   4

> Resources have been set aside to protect time and monies to ensure teachers collaborate on a regular basis. Through this type of collaboration, the school has seen significant improvements. For the next two years, the school needs to prioritize gauging the efficacy of it's instructional practices. The school also utilizes grant writing to further support collaboration. For example, an AP grant was written and awarded along with the use of School Improvement Grant monies to facilitate Curriculum Writing Saturdays, lesson study, and student shadowing.
>
> At the end of the 2014-15 school year, teacher retention rate was 100%, and Effective Leaders and Collaborative Teachers were both rated Strong according to the 5Essentials.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 **2** 3 4

75% of the unit plans are turned in by the first day of the unit. Since the beginning of the year, units have been checked for completion. Since February, Teachers have received feedback from the ILT on their units within the first week of the unit, and they are asked to revise the units based on the feedback. We have not created a system for checking for revisions.

90% of the units are aligned to standards listed in the scope and sequence. Of the 90% aligned to the scope and sequences 40% are strongly aligned to the standards listed in the scope and sequences. Many of the units are content based rather than skills based.

Unit plans are accompanied by a common assessment also aligned to the standards. This common assessment is given to special education students through advanced students to measure what is going on in each classroom in the building. Before the common assessment is given, teachers make predictions on how their students will do on each assessment item. After the common assessment if graded, teachers review how their students did in department team meetings.

Through review of unit plans in department and in the ILT, we have found that 90% of our scope and sequences need to be revised. The English department just agreed to use the Literacy Framework posted on the knowledge center for next year. Our current scope and sequences do not list specific skills based on the standards listed.

So far this year, there has only been one cross discipline thematic unit plan between Chemistry and English 2.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

Bowen teachers create their own curricular materials, however, an audit of materials has illuminated a need for leveled text in all of the core content areas. This would better support the development of instructional groupings that align to students guided and independent reading levels.

Teachers have access to numerous web-based instructional supports such as ALEKS for math remediation and extension, Achieve 3000 for literacy supports, READ 180 for literacy supports, study.com for multiple content area supports, Math IXL for low-incidence math supports, etc. Teachers also have smartboards or mimios in their classrooms to support the use of multimedia within their lesson plans. Finally, teachers have access to Chromebooks and have been trained to utilize Google Classroom.

This year's professional development calendar was organized around the Motivational Framework for Culturally Relevant Teaching. Staff received books and other resources to support their use of the framework in their planning. In addition, staff received training on Webb's Domains of Knowledge to assess rigor of instructional tasks and assessments. The Domains of Knowledge rubrics have been used in department meetings and in professional development meetings to help improve instructional tasks. Instructional tasks are assessed to include multiple domains to scaffold assignments and allow multiple entry points for the students.

Ratings in teacher practice for 1d show 4% unsatisfactory, 27% basic, 63% proficient, and 4% distinguished.

5 Essential survey indicated strong in supportive environment with 25% in safely, 81% in school-wide future orientation, 91% student-teacher trust, and 74% in expectations for postsecondary education. Ambitious Instruction was rated Very Strong, and Supportive Environment was rated Strong.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

1 **2** 3 4

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Teachers examine student work and instructional tasks in department meetings. Principal, Assistant Principal and Curriculum Coordinator provide feedback on instructional tasks and student work during pop in observations. The school needs to create systems for peer review of instructional tasks to ensure alignment of standards, objectives, daily instructional tasks and activities, formative assessments and summative assessments.

Ratings in teacher practice for 3c show 4% unsatisfactory, 48% basic, 48% proficient, and 0% distinguished.

5 Essential survey indicated very strong in ambitious instruction with 92% English instruction, 99% math instruction, 99% academic press, and 64% in quality of student discussion.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
    - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
    - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
    - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
    - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
    - Tasks are Integrative to draw on multiple standards.
    - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 **2** 3 4

We build college awareness by planning college trips for 9th-12th graders throughout the year. We have an annual College and Career week when professionals present to students. We have a college and career counselor who ensures our students complete their FAFSA, ten college applications, and many scholarships. The 2015 SQRP indicates 30% Bowen graduates achieve post secondary credentials, 37% enroll in college, 52% persist in college. The 2015 SQRP also indicates Bowen has a 1.4% drop out rate and 88.8% daily attendance.

Additionally we build a college going culture by offering early college credit through Dual Credit classes and Advanced placement courses. In 2015, 15 out or 16 student earned English 101 credit, and 10 students earned advanced placement credit in Spanish and Art. This resulted in 31% of the graduating class earning an early college credential - a score of 4 on the SQRP.

Through our College Possible program and One Goal cohorts students are equipped with the ability to be the architects of their own lives. These programs target students who have average grade point averages and, typically, do not enroll in college. The programs are organized in cohorts and one program director follows each cohort from junior year through the end of their first year of college. Bowen's first One Goal cohort will graduate in June, and the program director expects a double-digit college enrollment boost.

Guide for Transitions, College & Career Access & Persistence

- **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).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.

- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **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:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 **2** 3 4

Although BHS scored Strong or Very Strong in Ambitious Instruction, Supportive Environment, and Effective Leaders, our SQRP attainment and growth metrics demonstrate that we are not adequately preparing our students for college and career success. We currently have 26 teachers, and 6 of them are on CPS professional development plans. The remaining teachers need support and transparent accountability systems to identify the fidelity with which they implement the instructional strategies learned. Additionally, teachers need coaching supports that include modeling, co-teaching and lesson planning supports. Of the 20 teachers, 4 of them have demonstrated excellence or near-excellence in their teaching techniques. Those four teachers will serve as master teachers and provide peer support moving forward. According to the 2015 SQRP we were in the 13% for our ACT achievement. In 2015, 10 students earned advanced placement credit, in Spanish and Art.

Guide for Instruction
- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**

- Guide students to articulate the relevance of the objective(s) to learning.
- Anticipate possible student misunderstanding.
- Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
- Enable students to contribute to extending the content by explaining concepts to their classmates.
- Build on students' language development and understanding of content.
- Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
  - **Use questioning and discussion as techniques to deepen student understanding and challenge.**
    - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
    - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
  - **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

Score

1 **2** 3 4

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

MTSS is an area that BHS is steadily working to improve in terms of academics. Our behavioral supports are well aligned and strong. Weekly our CARE team (Behavioral Health Team) meets to review students referred for social emotional issues of concern. This team is comprised of numerous key stakeholders internally and over 8 community partners. This allows for BHS to meet the ever increasing needs our students present. We feel that this is a key contributor to the decrease in instances of physical violence at BHS evident by our current days of peace which totals 90%. Our YTD Attendance rates have also steadily increased since the birth of the BHS CARE team. During SY2015 we reached 89% and hope to reach 90% by the close of SY2016.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.

- When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

BHS uses an assessment feedback checklist to give peer feedback to teachers during department meetings. ILT and administration also give feedback to teachers on their assessments. Before the common assessment is given, teachers make predictions on how their students will do on each assessment item. After the common assessment if graded, teachers review how their students did in department team meetings.

We also provide students with opportunities to take high stakes standardized tests including six AP exams, PARCC, ACCESS, PSAT, and the ACT. For each high stakes standardized test we also give a practice test beforehand. According to the 2015 SQRP we were in the 13% for our ACT achievement. In 2015, 10 students earned advanced placement credit, in Spanish and Art.

Ratings in teacher practice for 1e show 4% unsatisfactory, 27% basic, 63% proficient, and 4% distinguished in writing assessments.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 **2** 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

The 5 Essentials 2015 Survey responses defined BHS as 'Very Strong' in terms of Ambitious instruction. Unfortunately, the area of attainment and growth, this is an area for growth for our community as we are continuing to seek instructional growth in this area. Current REACH Evaluation data shows BHS teachers trending 'Proficient' in 2B -Establishing a Culture for Learning. This is an area that we are continuing to seek improvement in as it directly aligns to our ability to obtain growth in attainment.
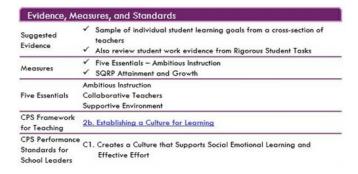
Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that

coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

SY2015 5 Essentials data reflected 'Strong' in the area of Teacher - Principal Trust and Teacher-Teacher Trust. These components are critical as they reflect a high level of mutual trust and respect between the building administrator and faculty, but also that colleagues are supportive and respectful to one another. An area of growth lies in Teacher Influence as BHS staff scored this component as 'Neutral'. In terms of the relationships with students, 2016 REACH evaluations thus far find 59% of teachers to score 'Proficient' in component 1B: Knowledge for students. 81% of our teachers scored Proficient in component 2A: Creating an Environment of Respect and Rapport.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
    - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
    - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
    - Create opportunities for students to build positive relationships with peers.
    - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
    - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
    - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
    - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
    - Respect other teachers who take the lead in school improvement efforts.
    - Respect colleagues who are experts at their craft.
    - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
    - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

BHS is working to strengthen the number of opportunities available to students to engage in civic activities. During SY'2016 we established a partnership with Mikva Challenge and began the Student Voice committee. Students involved in this program provide strategies and suggestions to BHS admin on how to improve the student experience at BHS. Students also speak at grade level town hall meetings and are in partnership with the Alliance for the Southeast and play a role in local youth organizing events.
In the area of Supportive Environment, our community scored 'Strong' contending that students feel safe, find teachers trustworthy and students are well supported in post-secondary planning.
An area of growth for us lies in the component 3c -Engaging Students. In this component 52% of our staff score Basic or Unsatisfactory thus far.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials — Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

> On the 5 Essentials survey BHS scored 'Weak' in this area. This is an area of concern, heavily influenced by the surrounding neighborhood. However, currently 64% of BHS staff scored Proficient in area 2A- Establishing a culture for learning. During SY 2016, 90% of the total school days have been free from violence (physical fights). This is a significant growth in our data as the previous year we stood at 80%.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**

- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1   2   **3**   4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

We have experienced a marked decrease in instances of violence and find our use of restorative practices to heavily influence this shift. At BHS we utilize restorative conferences and began increasing our use of peace circles - especially celebratory circles to acknowledge when students are behaving well in our building. Additionally, the use of suspension has decreased substantially as well. SY'2015 OSS totaled, 440 instances, at the close of Q3 of 2016, OSS totals 246. ISPD for SY2015 totaled 2486, at the close of Q3 SY'16, ISPD totals 1595. BHS also experienced a notable decrease in arrests, SY'15 31 arrests compared to 1 Arrest in SY'16.

We also find our BHS CARE team to also be a main contributor to our restorative approach. We currently have a partnership and receive coaching from a Restorative Practices coach coordinated by CPS Central Office. This coach in addition to our 8+ community partners who provide social emotional support to our students through CARE Team contribute to the marked increases we have found in our community's climate.

The 5 Essential report finds BHS to be 'Strong' in terms of Supportive Environments.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
    - A team meets regularly to organize systems that support a restorative environment.
    - Post and refer to clear, positively stated expectations and model expected behaviors.
    - Create routines and procedures central to the learning environment.
    - Engage families as partners.
    - Contact families frequently to inform them of positive student behavior and progress.
    - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
    - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.

- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
  - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 **2** 3 4

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

BHS sends a newsletter to community members, elementary feeders, community and corporate partners quarterly to notify them of the great events occurring at BHS. Our community defined BHS as 'Strong' as it relates to Involved Families. Parent to Teacher Trust is 'Neutral' as defined by the 5 Essentials data. This is an area of improvement for our environment. This year is the first year in the past 5 school years that BHS has had a functioning PAC. We are seeking for this group to provide targeted supports in strengthening the partnership between parents and families.

Guide for Parent Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and

health and wellness.
- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 **4** 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 **3** 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**

3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Well-Organized is attainable as we have achieved that for two consecutive years.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
20% is an attainable goal for Bowen and will show a respectable increase from previous years.	13.00	(Blank)	20.00	25.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
20% is an attainable goal for Bowen and will show a respectable increase from previous years.	13.00	(Blank)	20.00	25.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
20% is an attainable goal for Bowen and will show a respectable increase from previous years.	10.00	(Blank)	20.00	25.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
20% is an attainable goal for Bowen and will show a respectable increase from previous years.	(Blank)	(Blank)	20.00	25.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
25% is an attainable goal for Bowen and will show a respectable increase from previous years.	18.00	(Blank)	25.00	30.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
20% is an attainable goal for Bowen and will show a respectable increase from previous years.	8.00	(Blank)	20.00	25.00
Freshmen On-Track Rate				
92% is an attainable goal as we have earned that metric or something similar for 2 consecutive years.	89.70	92.90	92.00	92.00
4-Year Cohort Graduation Rate				

65% is an attainable goal for Bowen and will show a respectable increase from previous years.	58.60	60.40	65.00	65.00

1-Year Dropout Rate

This is attainable as we have hovered within this range for 3 consecutive years.	2.40	1.40	1.75	1.50

College Enrollment Rate

Our college enrollment rate is inaccurate from 2015-2016, so 55% appears to be unattainable. However, our SQRP report and CCSR To & Through data shows 57%. Therefore, 55% is attainable and will show a respectable increase from previous years.	43.80	37.80	60.00	65.00

College Persistence Rate

It is difficult to assess the feasibility of this goal, but this is a slight increase from previous years and our team believes it to be attainable. With support from OneGoal and College Possible, we can achieve this.	52.90	52.60	55.00	60.00

Average Daily Attendance Rate

This is the next level of improvement that needs to be focused on each year. Though we have yet to surpass 90%, we plan for it every year.	86.50	88.80	90.00	90.00

Custom metrics   0 of 0 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop and implement three differentiated,standards-based common assessments in course teams for each instructional unit	equal opportunities for all students to showcase knowledge and allows teachers to authentically determine all students' levels of proficiency	improved student mastery of Common Core State and Next Generation Science Standards and a 10% increase in student growth and attainment.

Tags:
Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
For quarter 1 units, all course teams will create three versions of the same summative end of the unit assessments, differentiated for high, medium, and low level learners, including SPED students, English Learners, and gifted students. Students receive a version of the test based on formative assessment data.	ILT	May 16, 2016 to Sep 30, 2016	Differentiated, common unit assessments for all courses.	On-Track

Assessment design

All teachers will engage in professional development workshops regarding how to differentiate assessments while maintaining rigor and alignment to CCSS and/or NGSS.	ILT	May 16, 2016 to Sep 30, 2016	Professional development workshop agendas, evaluations and work products.	On-Track

Professional Learning, Professional development, Assessment design, Evaluation

Course teams will receive feedback on differentiated common assessments internally and from outside experts such as N12 Instructional Support Leaders, coaches from Network for College Success, etc.	Administration & ILT	May 16, 2016 to Nov 1, 2016	Assessment feedback	On-Track

Assessment, Feedback

All course teams will create three differentiated assessments for quarter 2 units by planning new assessments or revising current assessments.	ILT	May 16, 2016 to Nov 1, 2016	Differentiated, standards-based unit 2 assessments for all course teams.	Behind

Assessment design

All course teams will create three differentiated assessments for quarter 3 units by planning new assessments or revising current assessments.	ILT	May 16, 2016 to Jan 27, 2017	Differentiated, standards-based unit 3 assessments for all course teams.	Behind

Assessment design

All course teams will create three differentiated assessments for quarter 4 units by planning new assessments or revising current assessments.	ILT	May 16, 2016 to Apr 7, 2017	Differentiated, standards-based unit 4 assessments for all course teams.	Behind

Assessment design

Course teams will analyze the results of common assessments in order to make adjustments to instruction that is responsive to student data. This will occur quarterly through the use of collaboratively created rubrics.	ILT	May 16, 2016 to Jun 1, 2018	Common assessment data analysis forms. Revised unit plans based on assessment analyses.	On-Track

Data analysis, Data driven instruction

Strategy 2

If we do...	...then we see...	...which leads to...
Develop and implement a standards-based grading policy that provides regular and frequent feedback to students, families, and school personnel	accurate monitoring of student progress toward mastery of CCSS and NGSS skills	Improved student academic achievement and a 10% increase in student growth and attainment.

Tags:
Academic gain, Common core state standards, Standards based grading, Next generation science standards

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
All teachers trained on proper utilization of Gradebook, such as retakes and dropping grades functions.	Admin, N12 Data Specialist	May 16, 2016 to Sep 30, 2016	GradeBook audits showing teacher use of functions taught.	On-Track

Grading policy

All departments will revise Scope and Sequences to reflect power standards and corresponding skills required to attain mastery	ILT	May 16, 2016 to Sep 2, 2016	Revised scope and sequences, feedback forms.	On-Track

Standards-based instruction, Scope and sequence

Implement the revision of policy regarding category titles, category weights, and other grading practices as needed.	ILT	May 16, 2016 to Sep 2, 2016	Revised policy in staff handbook.	On-Track

Grading policy

Administration will develop and implement protocol for ensuring ongoing teacher fidelity to consistent and effective feedback to students.	Admin	May 16, 2016 to Jun 30, 2018	Published teacher feedback system.	On-Track

Teacher feedback, Grading policy

Strategy 3

If we do...	...then we see...	...which leads to...
BHS will adopt a student-centered learning approach utilizing the Motivational Framework for Culturally Responsive Teaching.	Student ownership of learning through task selection (choice), individual academic goal setting, and collaborative goal setting that students must achieve during peer-to-peer interactions using common rubrics across grade levels and content areas.	Improved student motivation, student ownership of learning, academic achievement growth or 10% based on student goal setting, reflection, teacher to student academic growth intervention conversations for student with less than a 2.5 GPA and skills achievement tracking.

Tags:
Motivation, Student engagement, Culturally relevant, Student learning

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement discipline-specific professional development for educators in creating and utilizing collaborative and project-based classroom learning models.	ILT	Aug 29, 2016 to Nov 18, 2016	Project-based unit plans within all core courses.	On-Track

Professional Learning, Project-based learning, Cooperative learning, Collaboration

Engage educators in pilot, cross-discipline unit planning toward implementing one thematic unit in second semester per grade level.	ILT	Aug 30, 2016 to Feb 1, 2017	One cross-disciplinary unit plan per grade level.	On-Track

Teacher Teams/Collaboration, Interdisciplinary units

Introduce weekly skill building activities, common across the grade levels in first semester units. Students will track their skill mastery on a chart.	ILT	Jul 15, 2016 to Oct 3, 2016	Set of cross-disciplinary	Behind

21st century skills, Collaboration, Executive functioning skills

Develop school-wide rubrics for student-centered collaborative work and projects by adopting existing rubrics and revising to meet the needs of each discipline. Focus on 2-3 collaborative skills per quarter across the disciplines.	ILT	Jul 15, 2016 to Oct 14, 2016	Collaboration rubrics	On-Track

21st century skills, Collaboration, Rubrics

Revise school-wide behavior expectations and print posters for display in each classroom and throughout school; develop common school-wide classroom activities to implement weekly to reinforce expected behaviors and high academic expectations; and differentiate behavior expectations at grade level team meetings before students return. Implement positive behavior advertisement to be cycled bi-weekly to encourage pro-social and pro-academic behaviors in students.	ILT	Jul 11, 2016 to Sep 2, 2016	Revised BHS expectations. Classroom activities and calendar for teaching and reinforcing expectations.	On-Track

Lesson planning, Expectations, Behavior plans

Create varied opportunities for parents to engage (volunteer, PAC involvement, LSC) beyond report card pick-up. These will include two grade-level focused parent outreach events per year	Grade Level Leads	Aug 29, 2016 to Sep 16, 2016	Parent Engagement Calendar	On-Track

Parent partnerships

Continue utilizing the Motivational Framework for Culturally Responsive Teaching to plan and implement student shadowing, lesson study, community walks and Data-in-a-Day to help faculty build their knowledge of the student body and use that information to plan intrinsically motivating, engaging lessons.	ILT	Jul 15, 2016 to Jan 19, 2018	Agendas, notes and evaluations. Calendar for shadowing, lesson studies, etc.	On-Track

Motivation, Culturally relevant programming

Implement a procedure for individual goal setting and reflection for all students. All students will set academic and behavior goals by the end of first quarter using grades, skill attainment charts and behavior date will be used as measure of grown in student reflections. All students with less than a 2.5 GPA will participate in teacher to student conferences to set measurable and reali academic growth goals.	ILT, teachers	Oct 17, 2016 to Feb 3, 2017	Goal setting procedure, reflection forms, skill attainment charts	Behind

21st century skills, Reflection, Goal setting, Collaoration, Behavior expectations

Strategy 4

If we do...	...then we see...	...which leads to...
BHS teachers will develop and implement a school-wide protocol for increasing student rigor	More rigorous and differentiated teacher developed instructional tasks which will cause anAn increase in the number of level 3 and 4 DOK instructional tasks and tiered lessons.	All Core departments will have at least one common, rigorous, differentiated instructional task per wk

Tags:
Differentiatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Review and revise protocols for looking at student work. Train teachers to use two protocols, one for each semester based on the National School Reform Faculty protocols.	ILT	Aug 29, 2016 to Nov 23, 2016	School-wide LASW protocols and agendas that include LASW.	On-Track

Rigorous tasks, Student work protocol

Teachers will create rubrics to assess high quality student tasks based on Webb's Depths of Knowledge, Common Core State Standards, Next Generation Science Standards, and College Readiness Standards and specific to each discipline. Teachers will use rubrics monthly in department meetings to tune high quality student tasks.	ILT	Jul 15, 2016 to Nov 1, 2016	Rubrics aligned to DoK.	On-Track

Ccss, Ngss, Depth of knowledge, Rubrics

Train teachers in the use of one Looking at Student Work protocol per semester.	ILT	May 16, 2016 to Oct 3, 2016	PD agendas and evaluations.	On-Track

Rigorous tasks, Instructional materials, Student work protocol

Utilize Webb's Depths of Knowledge, Common Core State Standards, Next Generation Science Standards, and College Readiness Standards to create a school-wide assessment rubric by October 2016.	ILT	Jul 15, 2016 to Oct 31, 2016	Assessment rubric, assessment feedback forms, meeting notes and agendas.	On-Track

Assessments, Teacher feedback

Utilize Webb's Depths of Knowledge to create scaffolded instructional tasks. Monthly, within horizontal and vertical teams, review one teacher's weekly instructional tasks to assess appropriateness of rigor, scaffolding and differentiation.	ILT	May 16, 2016 to Jun 30, 2017	Scaffolded instructional tasks, collaborative teacher team meeting agendas and notes.	On-Track

Rigorous tasks, Depth of knowledge

Train teachers to thoroughly understand Webb's Depths of Knowledge and how to use the tool to create, assess and improve instructional tasks.	ILT	Aug 29, 2016 to Nov 1, 2016	Dept Mtg agendas, supplementary text, department mtg notes	On-Track

Professional Learning, Rigorous tasks, Depth of knowledge

Within horizontal and vertical teams, train teachers to review student work products to compare team's expected quality of work outcomes to actual student work outcomes.	ILT	Nov 1, 2016 to Jan 13, 2017	Dept & Grade Level Agendas, provided student work	On-Track

Professional Learning, Rigorous tasks, Depth of knowledge

Utilize newly created school-wide assessment rubric to evaluate and improve all common assessments. Monthly, within horizontal and vertical teams, review one teacher's weekly formative assessments and summative assessment to assess alignment to standards and DoK and appropriateness of pacing and scaffolding.	ILT	Dec 1, 2016 to Jun 16, 2017	Dept & Grade Level Agenda, newly created rubric	On-Track

Professional Learning, Rigorous tasks, Depth of knowledge, Differentiation

Strategy 5

If we do...	...then we see...	...which leads to...
BHS teachers will engage in a year long, in-depth professional development cycle to ensure effective curriculum planning, including	unit plans aligned to dept agreed upon power standards. Then we will also see improvement in the efficacy in the use of the Gradual	Increases in CPS Framework for Teaching scores across the school in Domains 1 & 3 and students working within their zones of proximal

unpacking standards in unit instructional goals, differentiation strategies to support student engagement and implementation of the Gradual Release of Responsibility. 30 hrs of professional development will be dedicated to this work.

Release of Responsibility Instructional Framework. We will also see an increase in the number of differentiated instructional tasks per teacher

development.

Tags:
Curriculum Design, Professional Learning

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Professional development clusters will be created based on data in the form of heat maps gathered during instructional rounds based the GRR rubric found in Better Teaching Through Structured Teaching by DouglasFisher and Nancy Frey.	ILT and N12	May 16, 2016 to Jun 23, 2017	PD agendas, notes, and evaluations. GRR Heat Maps.	On-Track

Professional Learning, Gradual release of responsibility

During Opening PD, faculty will identify an instructional goal per REACH Domain 3 Evaluation Data Admin and Curriculum Coordinator will provide feedback towards staff member's identified goal during weekly pop-ins.	Admin & Curriculum Coordinator	Aug 1, 2016 to Sep 30, 2016	Goals for every teacher.	On-Track

Goalsetting, Teachers, Teacher feedback

Teachers will unpack Common Core State Standards and Next Generation Science Standards identified in each course's scope and sequence during department meetings before the end of school year 2016. This work will continue throughout 2016-2018 in department meetings and curriculum planning events . Fine tuning teacher ability to unpack the standards will be addressed through brown bag sessions on specific standards and through RA consultation and training. Standards will be unpacked by identifying discrete skills and knowledge student need to be able to do to show mastery of the standards.	ILT	May 16, 2016 to Jun 22, 2018	Revised scope and sequences. Brown Bag agendas, notes and evaluations forms.	On-Track

Curriculum Design, Ngss, Common core state standards, Curriculum mapping

75% of the BHS staff will be trained in Reading Apprenticeship - a multi-disciplinary approach to improving reading comprehension.	ILT & NCS	Aug 22, 2016 to Aug 31, 2018	Training and Reading Apprenticeship Heat Maps.	On-Track

Professional Learning, Reading apprenticship

Facilitation of BHS GRR Professional development cycle. Wk 1 of cycle - Instructional round on BHS teacher implementation of Gradual Release of Responsibility.	ILT & Network 12	Oct 3, 2016 to Oct 14, 2016	Training and completed heat map	On-Track

Professional Learning, Gradual release of responsibility

Facilitation of Wk 2 of GRR Professional development cycle - Differentiated brown bag workshop for teachers who scored 'Approaching' and below on the heat map in the GRR Phase of focus. Heterogeneous peer observation partners will be established based on the GRR heat maps.	ILT	Oct 17, 2016 to Oct 28, 2016	Workshop agenda, supplementary materials, heat map and text.	On-Track

Professional development, Gradual release of responsibility

Facilitation of Wk 3 of GRR Professional development cycle - 'Approaching and below' teachers will observe classrooms of 'Skillful' and 'Proficient' and identify and report out on an actionable adjustment to implement in their practice	ILT, Admin, Classroom teachers	Oct 31, 2016 to Nov 7, 2016	Google doc of teachers visited and submission or action to incorporate into practice	On-Track

Professional Learning, Gradual release of responsibility

Facilitation of Wk 4 of GRR Professional Development cycle - Teacher observed by Principal, AP or Curriculum Coordinator and provided with feedback on identified Phase of Focus. Differentiated, teacher and/or Admin led Brown bags workshops for teachers who per instructional round data need support in specific phases of GRR Support for GRR professional development will be provided by Network 12.	ILT, Admin, Classroom Teachers, Network	Nov 7, 2016 to Nov 25, 2016	Workshop agenda, supplementary materials, heat map and text.	On-Track

Professional Learning, Professional development, Gradual release of responsibility

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ For quarter 1 units, all course teams will create three versions of the same summative end of the unit assessments, differentiated for high, medium, and low level learners, including SPED students, English Learners, and gifted students. Students receive a version of the test based on formative assessment data. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Assessment design	ILT	May 16, 2016	Sep 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ All teachers will engage in professional development workshops regarding how to differentiate assessments while maintaining rigor and alignment to CCSS and/or NGSS. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Professional Learning, Professional development, Assessment design, Evaluation	ILT	May 16, 2016	Sep 30, 2016	On-Track
✚ Course teams will receive feedback on differentiated common assessments internally and from outside experts such as N12 Instructional Support Leaders, coaches from Network for College Success, etc. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Assessment, Feedback	Administration & ILT	May 16, 2016	Nov 1, 2016	On-Track
✚ All course teams will create three differentiated assessments for quarter 2 units by planning new assessments or revising current assessments. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Assessment design	ILT	May 16, 2016	Nov 1, 2016	Behind
✚ All course teams will create three differentiated assessments for quarter 3 units by planning new assessments or revising current assessments. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Assessment design	ILT	May 16, 2016	Jan 27, 2017	Behind
✚ All course teams will create three differentiated assessments for quarter 4 units by planning new assessments or revising current assessments. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Assessment design	ILT	May 16, 2016	Apr 7, 2017	Behind
✚ Course teams will analyze the results of common assessments in order to make adjustments to instruction that is responsive to student data. This will occur quarterly through the use of collaboratively created rubrics. Tags: Ccss, Assessments, Ngss, Authentic tasks, Task analysis, Academic learning, Common assessment, Data analysis, Data driven instruction	ILT	May 16, 2016	Jun 1, 2018	On-Track
✚ All teachers trained on proper utilization of Gradebook, such as retakes and dropping grades functions. Tags: Academic gain, Common core state standards, Standards based grading, Next generation science standards, Grading policy	Admin, N12 Data Specialist	May 16, 2016	Sep 30, 2016	On-Track
✚ All departments will revise Scope and Sequences to reflect power standards and corresponding skills required to attain mastery Tags: Academic gain, Common core state standards, Standards based grading, Next generation science standards, Standards-based instruction, Scope and sequence	ILT	May 16, 2016	Sep 2, 2016	On-Track
✚ Implement the revision of policy regarding category titles, category weights, and other grading practices as needed. Tags: Academic gain, Common core state standards, Standards based grading, Next generation science standards, Grading policy	ILT	May 16, 2016	Sep 2, 2016	On-Track
✚ Administration will develop and implement protocol for ensuring ongoing teacher fidelity to consistent and effective feedback to students. Tags: Academic gain, Common core state standards, Standards based grading, Next generation science standards, Teacher feedback, Grading policy	Admin	May 16, 2016	Jun 30, 2018	On-Track
✚ Implement discipline-specific professional development for educators in creating and utilizing collaborative and project-based classroom learning models. Tags: Motivation, Student engagement, Culturally relevant, Student learning, Professional Learning, Project-based learning, Cooperative learning, Collaboration	ILT	Aug 29, 2016	Nov 18, 2016	On-Track
✚ Engage educators in pilot, cross-discipline unit planning toward implementing one thematic unit in second semester per grade level. Tags: Motivation, Student engagement, Culturally relevant, Student learning, Teacher Teams/Collaboration, Interdisciplinary units	ILT	Aug 30, 2016	Feb 1, 2017	On-Track
✚ Introduce weekly skill building activities, common across the grade levels in first semester units. Students will track their skill mastery on a chart. Tags: Motivation, Student engagement, Culturally relevant, Student learning, 21st century skills, Collaboration, Executive functioning skills	ILT	Jul 15, 2016	Oct 3, 2016	Behind

District priority and action step	Responsible	Start	End	Status
✚ Develop school-wide rubrics for student-centered collaborative work and projects by adopting existing rubrics and revising to meet the needs of each discipline. Focus on 2-3 collaborative skills per quarter across the disciplines. Tags: Motivation, Student engagement, Culturally relevant, Student learning, 21st century skills, Collaboration, Rubrics	ILT	Jul 15, 2016	Oct 14, 2016	On-Track
✚ Revise school-wide behavior expectations and print posters for display in each classroom and throughout school; develop common school-wide classroom activities to implement weekly to reinforce expected behaviors and high academic expectations; and differentiate behavior expectations at grade level team meetings before students return. Implement positive behavior advertisement to be cycled bi-weekly to encourage pro-social and pro-academic behaviors in students. Tags: Motivation, Student engagement, Culturally relevant, Student learning, Lesson planning, Expectations, Behavior plans	ILT	Jul 11, 2016	Sep 2, 2016	On-Track
✚ Create varied opportunities for parents to engage (volunteer, PAC involvement, LSC) beyond report card pick-up. These will include two grade-level focused parent outreach events per year Tags: Motivation, Student engagement, Culturally relevant, Student learning, Parent partnerships	Grade Level Leads	Aug 29, 2016	Sep 16, 2016	On-Track
✚ Continue utilizing the Motivational Framework for Culturally Responsive Teaching to plan and implement student shadowing, lesson study, community walks and Data-in-a-Day to help faculty build their knowledge of the student body and use that information to plan intrinsically motivating, engaging lessons. Tags: Motivation, Student engagement, Culturally relevant, Student learning, Motivation, Culturally relevant programming	ILT	Jul 15, 2016	Jan 19, 2018	On-Track
✚ Implement a procedure for individual goal setting and reflection for all students. All students will set academic and behavior goals by the end of first quarter using grades, skill attainment charts and behavior date will be used as measure of grown in student reflections. All students with less than a 2.5 GPA will participate in teacher to student conferences to set measurable and reali academic growth goals. Tags: Motivation, Student engagement, Culturally relevant, Student learning, 21st century skills, Reflection, Goal setting, Collaoration, Behavior expectations	ILT, teachers	Oct 17, 2016	Feb 3, 2017	Behind
✚ Review and revise protocols for looking at student work. Train teachers to use two protocols, one for each semester based on the National School Reform Faculty protocols. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Rigorous tasks, Student work protocol	ILT	Aug 29, 2016	Nov 23, 2016	On-Track
✚ Teachers will create rubrics to assess high quality student tasks based on Webb's Depths of Knowledge, Common Core State Standards, Next Generation Science Standards, and College Readiness Standards and specific to each discipline. Teachers will use rubrics monthly in department meetings to tune high quality student tasks. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Ccss, Ngss, Depth of knowledge, Rubrics	ILT	Jul 15, 2016	Nov 1, 2016	On-Track
✚ Train teachers in the use of one Looking at Student Work protocol per semester. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Rigorous tasks, Instructional materials, Student work protocol	ILT	May 16, 2016	Oct 3, 2016	On-Track
✚ Utilize Webb's Depths of Knowledge, Common Core State Standards, Next Generation Science Standards, and College Readiness Standards to create a school-wide assessment rubric by October 2016. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Assessments, Teacher feedback	ILT	Jul 15, 2016	Oct 31, 2016	On-Track
✚ Utilize Webb's Depths of Knowledge to create scaffolded instructional tasks. Monthly, within horizontal and vertical teams, review one teacher's weekly instructional tasks to assess appropriateness of rigor, scaffolding and differentiation. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Rigorous tasks, Depth of knowledge	ILT	May 16, 2016	Jun 30, 2017	On-Track
✚ Train teachers to thoroughly understand Webb's Depths of Knowledge and how to use the tool to create, assess and improve instructional tasks. Tags: Differentatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Professional Learning, Rigorous tasks, Depth of knowledge	ILT	Aug 29, 2016	Nov 1, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Within horizontal and vertical teams, train teachers to review student work products to compare team's expected quality of work outcomes to actual student work outcomes. Tags: Differentiatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Professional Learning, Rigorous tasks, Depth of knowledge	ILT	Nov 1, 2016	Jan 13, 2017	On-Track
✚ Utilize newly created school-wide assessment rubric to evaluate and improve all common assessments. Monthly, within horizontal and vertical teams, review one teacher's weekly formative assessments and summative assessment to assess alignment to standards and DoK and appropriateness of pacing and scaffolding. Tags: Differentiatied instruction, Rigorous tasks, Depth of knowledge, Rigorous instruction, Professional Learning, Rigorous tasks, Depth of knowledge, Differentiation	ILT	Dec 1, 2016	Jun 16, 2017	On-Track
✚ Professional development clusters will be created based on data in the form of heat maps gathered during instructional rounds based the GRR rubric found in Better Teaching Through Structured Teaching by DouglasFisher and Nancy Frey. Tags: Curriculum Design, Professional Learning, Professional Learning, Gradual release of responsibility	ILT and N12	May 16, 2016	Jun 23, 2017	On-Track
✚ During Opening PD, faculty will identify an instructional goal per REACH Domain 3 Evaluation Data Admin and Curriculum Coordinator will provide feedback towards staff member's identified goal during weekly pop-ins. Tags: Curriculum Design, Professional Learning, Goalsetting, Teachers, Teacher feedback	Admin & Curriculum Coordinator	Aug 1, 2016	Sep 30, 2016	On-Track
✚ Teachers will unpack Common Core State Standards and Next Generation Science Standards identified in each course's scope and sequence during department meetings before the end of school year 2016. This work will continue throughout 2016-2018 in department meetings and curriculum planning events . Fine tuning teacher ability to unpack the standards will be addressed through brown bag sessions on specific standards and through RA consultation and training. Standards will be unpacked by identifying discrete skills and knowledge student need to be able to do to show mastery of the standards. Tags: Curriculum Design, Professional Learning, Curriculum Design, Ngss, Common core state standards, Curriculum mapping	ILT	May 16, 2016	Jun 22, 2018	On-Track
✚ 75% of the BHS staff will be trained in Reading Apprenticeship - a multi-disciplinary approach to improving reading comprehension. Tags: Curriculum Design, Professional Learning, Professional Learning, Reading apprenticship	ILT & NCS	Aug 22, 2016	Aug 31, 2018	On-Track
✚ Facilitation of BHS GRR Professional development cycle. Wk 1 of cycle - Instructional round on BHS teacher implementation of Gradual Release of Responsibility. Tags: Curriculum Design, Professional Learning, Professional Learning, Gradual release of responsibility	ILT & Network 12	Oct 3, 2016	Oct 14, 2016	On-Track
✚ Facilitation of Wk 2 of GRR Professional development cycle - Differentiated brown bag workshop for teachers who scored 'Approaching' and below on the heat map in the GRR Phase of focus. Heterogeneous peer observation partners will be established based on the GRR heat maps. Tags: Curriculum Design, Professional Learning, Professional development, Gradual release of responsibility	ILT	Oct 17, 2016	Oct 28, 2016	On-Track
✚ Facilitation of Wk 3 of GRR Professional development cycle - 'Approaching and below' teachers will observe classrooms of 'Skillful' and 'Proficient' and identify and report out on an actionable adjustment to implement in their practice Tags: Curriculum Design, Professional Learning, Professional Learning, Gradual release of responsibility	ILT, Admin, Classroom teachers	Oct 31, 2016	Nov 7, 2016	On-Track
✚ Facilitation of Wk 4 of GRR Professional Development cycle - Teacher observed by Principal, AP or Curriculum Coordinator and provided with feedback on identified Phase of Focus. Differentiated, teacher and/or Admin led Brown bags workshops for teachers who per instructional round data need support in specific phases of GRR Support for GRR professional development will be provided by Network 12. Tags: Curriculum Design, Professional Learning, Professional Learning, Professional development, Gradual release of responsibility	ILT, Admin, Classroom Teachers, Network	Nov 7, 2016	Nov 25, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

⦿ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

◯ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
◯ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy   Complete

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

> Bowen parents will be encouraged to attend and participate in an NCLB PAC meeting in which the NCLB Title I school parental involvement plan and policy will be discussed. To the best of our ability, materials will be available in the language spoken by the parents. Parents will be notified by mail, flyers sent home with students and a posting on the web site of the meeting.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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 School will conduct its NCLB Title I Annual Meeting prior to October 1 in which all Bowen parents will be encouraged and invited to attend. Bowen parents will be notified by mail, flyers sent home with students and a posting on the web site of the meeting. NCLB PAC parent meetings will take place monthly,on the second Wednesday of the month at 3PM.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> Parents will be provided this information at the NCLB Title I Annual Meeting conducted in September. Parents will also be given the opportunity to meet with counselors and teachers on request during the school year.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Regular meetings of the Bowen's NCLB PAC parent meetings will take place monthly,on the second Wednesday of the month at 3PM. Minutes of these meetings will be available to the High School administration. Immediate concerns of parents will be voiced by the NCLB Coordinator to the School administration and resolved in a timely manner to the best of our ability.

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.

Results of the State Assessments will be provided to Bowen students upon receipt and will be distributed to Bowen parents during Report Card Pick Up.

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.

"Right to Ask" forms will be distributed to parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s).

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be provided this information at the NCLB Title I Annual Meeting conducted in September.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The School will provide support for parent development by: providing liteacy and math night given by departments; providing training on CPS Parent Portal; and providing workshops for parents based on the needs that parents have expressed.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Bowen's NCLB Coordinator and Counselors will continue to act as parent liaisons. Teachers will attend a staff development session on building parent support in partnering to support student achievement. Principal will continue to provide an open door policy for parents. School will continue to welcome parents with volunteering opportunities and support for parent groups within the school.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Not Applicable

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information related to the school and parent programs, meetings and other activities will be sent to parents in an understandable and uniform format and, to the extent practicable in a language the parents can understand and will also be posted on the web site.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement 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

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.)

Bowen will provide all students, including those with disabilities and English Language Learners, with an engaging and rigorous curriculum emphasizing literacy that allows students a gateway into creating a post-secondary school or career plan for a productive life in society. Bowen's mission states that "All Bowen students and families will obtain an excellent education, compete globally, and affect positive change in their 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.

Parent Teacher Conferences will take place during the 1st and 3rd quarter Report Card Pick Up (November and April). Conferences can also be requested through the Counseling Department on an as needed basis.

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

Bowen will provide parents with frequent reports on their children's progress. At the 5th, 15th, 25th and 35th week, progress reports will be mailed home, 10th and 30th week report cards can be picked up and the 20th and 40th week report cards will be sent home with students. Bowen's Parents will also be encouraged to use Parent Portal. Parent Portal training will be provided for parents.

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

Provide parents reasonable access to staff through conferences arranged through the main office.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Bowen will provide parents opportunities to volunteer and participate in their children's school such as volunteering at the school , at school events, parent patrol to assist in safe passage of students, participation in school leadership teams (NCLB PAC, LSC, PTA, Bilingual Parent Group) etc.

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

We, as Bowen parents, will support our children's learning in the following ways:Monitor our children's attendance; Monitor the amount of television and kinds of programs that our children watch; Set aside time for our children to study each night; Become involved in school policy by attending meetings Such as NCLB PAC, LSC, Bilingual Parent Group, etc.; Participate in school workshops and classes for parents; Participate, whenever possible, in decisions relating to my child's education (attend Annual Review meetings, teacher conferences during report card pick up, orientation meetings, etc.); Encourage our children to do their best in school, participate in extra curricular activities and to make appropriate decisions.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Attendance to meetings, parent conferences as requested by the school, and conferences as requested by parents arranged through teachers and office staff. There are also monthly opportunities for parents to explore post secondary career and educational opportunities. FAFSA workshops for parents and other vehicles employed to empower parents to take an active role in educational decisions for their children

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).

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will: Not resolve conflicts with violence; Attend all classes and be on time; motivate our peers to do well in school; Do class assignments and homework; Use tutoring services available at school; Accept consequences.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

Parent workshops and activities that are aligned to Bowen's CIWP.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	$ 120	.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.	$ 1600	.00

| 53205 | **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 300 | .00 |

| 54125 | **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ | 0 | .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 0 | .00 |

| 54205 | **Travel**
Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | 570 | .00 |

| 54565 | **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | Amount | .00 |

| 53510 | **Postage**
Must be used for parent involvement programs only. | $ | 200 | .00 |

| 53306 | **Software**
Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | Amount | .00 |