

Myra Bradwell Communications Arts & Sciences ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Tyese Sims	Principal	ttsims@cps.edu	Has access
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Team Meetings

Date	Participants	Topic
01/14/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak, M. Alexander, A. Wallace	Establish the team, select parents, select priorities, and set dates
01/21/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak, M. Alexander, A. Wallace	Continue the self-assessment and set framework priorities
02/21/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak,	Critical Areas and Goals
04/28/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak, M. Alexander, A. Wallace	Strategies
05/05/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak, M. Alexander, A. Wallace	Strategies
05/12/2020	T. Sims, J. James, O. Scott, R. Bennett, E. Debelak, M. Alexander, A. Wallace	Parent and Fund Compliance

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The mission and vision are communicated at all assemblies and over the PA. College awareness is throughout the school and within classrooms. All decisions fit within one of the three foci bucket: attendance, instruction, and culture and climate. These foci have remained the same over the last few year. Practices have been put in place to strengthen each foci. The School leadership Team (Cold Wit It) gathers each school year in June to determine what worked well and what needs to be implemented. The School Leadership Team consist of admin, teachers, secas, culture and climate team members, and clerk so there is a representative voice from stakeholders. They develop the three day orientation for staff and how it should be delivered. There is a weekly staff meeting to keep an open line of communication. ELA and Math both have specific content coaches within the building. Each teacher has an individualized meeting schedule based on his or her developmental level and/or need. Group me keeps staff informed of celebrations and successes.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** We do not have an active LSC. We are working to get this functioning April 2020. School Leadership Team has an annual review to determine how things worked for the school year. NWEA data is analyzed and disaggregated to determine our instructional strengths. We set school-wide goals based off previous year's NWEA data. We use ANET to progress monitor how we are moving toward our goals. The attendance team develops a comprehensive plan to meet the yearly goal. They meet weekly to analyze data and address problematic families. There are weekly professional development meeting for general education and diverse learner teachers to strengthen their instructional practice and/or use of data to make instructional decisions. Teachers the opportunity to attend network PD that is content specific. Staff are invited to be part of the hiring process. This opportunity is open to all, not a selective group. Budget is aligned with CIWP. The building is clean and inviting. The custodial staff and engineer are part of the general staff and not segregated as a separate entity managed by someone other than the principal.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Bradwell School of Excellence uses the EngageNY curriculum for ELA and the Eureka Math curriculum for Math. Both standards based curriculums push students learning by not only exposing them to rigorous at grade level work but also by giving students opportunities to understand the standards that are required for them to master that grade level work. All of the lessons in both curriculums are standards aligned. The curriculum is split into Modules which allows for students to have exposure into many different topics/skills. All skills that also align with the online softwares that we use (IXL, Study Island & Coach Digital) to reinforce the skills that students learn during whole group instruction. The curriculum also allows for differentiation at every level, therefore each student has their academics needs met regardless of their learning level. Many of the topics allow for fun filled, content based field trips that further help push the learning for students. For example, sixth grade covers Greek Mythology therefore they took a trip to the Greek Museum and completed activities that further

helped them to understand Greek life and its culture. Exposing students to new topics/materials as well as such rigorous grade level work allows for students to be ready for successful academic careers in high school and college.

- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** We create a culture of high expectations for learning by first ensuring that instruction is aligned to the CCSS standards in all contents. Through collaboration and planning in professional learning communities we expand on our knowledge of the Common Core shifts to implement lessons that provide multiple opportunities for students to demonstrate their learning. This is evidenced by our study of the vertical progression, especially as it pertains to reading and math standards. We set clear, measurable goals for students and have frequent goal setting meetings with students individually. Students progress monitor using self-paced resources to support the differentiation of their learning. Students are consistently supported in connecting their academic outcomes to opportunities that will be available in life as a result of their focus on improvement. Through the use of Expeditionary Learning and Eureka Math, students engage in complex tasks and texts, with high rigor aligned to the standards.
- 4 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy

- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Quarterly assessments are given to students in grades 2-8 in both Math and Reading (ANET). The assessments give the staff a deeper understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences during a marking period. These assessments are aligned to the curriculum. The scoring of the assessments occurs with a quick turnaround time and teachers are able to see the students' results within a few days. These assessments provide objective feedback regarding student attainment of standards and provides opportunities for teachers to to modify instruction to better meet the learning needs of students. Using the quarterly assessments also provides ongoing collaboration opportunities for teachers who give instruction in the same subject. Teachers regularly communicate gradebook expectations with students and parents and provide a variety of opportunities to earn points in each classroom (participation, homework, classwork, quizzes, etc.) Classroom teachers are given feedback about their gradebooks weekly by administration. The staff participates in professional development related to gradebook expectations at the beginning of the school year and there are specific weights for each grading category. There are On-Track Reports sent out weekly as well. The staff participates in professional development related to gradebook expectations. Teachers monitor exit slips and assessments to determine if lessons should be retaught or require small group instruction. Additionally, meetings are held weekly for each subject area to discuss students' progress, evaluate student samples, and provide feedback about lessons and assessments. Students with diverse learning needs have modified work and are provided accommodations when they are testing.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Bradwell currently does not have an MTSS team in place, which causes many of these ratings to be low. Bradwell does not at the present moment use any of the guides from Central Office in order to align priorities. There is, however,

a lot of focus on reviewing data at Bradwell in order to make instructional decisions. NWEA data is closely monitored and analyzed at the beginning, middle, and end of the year. ANet data is analyzed quarterly, as well as mid-unit and end of unit assessments from the Engage Curriculum. Tier II interventions do occur at the small group level using data collected from all of these sources. There are Tier II and Tier III interventions in place for students with attendance concerns (i.e. attendance sponsors, incentives, parent breakfasts). Tier II and Tier III interventions for social emotional issues happen with the school counselor regularly. Parents and guardians are made aware of student results from Tier I assessments, but more communication is needed between the school and parents when students require Tier II and Tier III interventions.

- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Counselor is part of the Success Project. She implements the lessons in middle school and participates in the culminating yearly demonstration. Parents and students 6-8 are invited to learn how the Selective Enrollment Process. We host a yearly high school fair. Our students attend as a school many of the Open Houses so they can learn about various high schools. Our students attended a college tour. The school environment is heavily saturated with high school and college awareness.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Restorative Justice and Parental Involvement is strongly used at Bradwell. We have found getting parents and students together in a peace circle typically works best for our students to resolve conflict. Student more frequently than ever try to be proactive when there is conflict by informing any staff member with whom they have a relationship. Majority of our teachers have a BMC (Behavior Management Cycle) that is followed before referring a student the dean. The first 15 minutes of each is focused on an SEL trait school wide. The team reflected on areas our students needed the most support and developed an SEL calendar. We could benefit from an evidenced based curriculum and/ or embed in our general curricular resource. We acknowledge two students of the month per grade level each month as well as two SEL students of the month per grade level. The SEL student of the month is the student who displayed the SEL

trait the best during the month. Teachers collaborative without being prompted. The principal has an open door policy. There are weekly staff meetings to keep communication updated and open. Some staff utilize the SUPER SITDOWN when there is adult conflict. This occurs before inviting admin to the conversation.

- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** We had an active Student Council where students learned about democracy and voting. Students had to run for office and vote for their representative. One of the SEL month focuses on self-identify as we knew our students needed explicit instruction and discussion around this topic. Our students do not advocate for change within and around the community.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** There are clear hallway expectations for transitions: level 0, straight, tight lines with quiet feet. There is a CCT member on every major floor and one that rotates throughout ALPHA. Staff attended the mandatory Protecting Chicago's Children PD. The reporting procedures are followed by staff according to the manual. We have a team that addresses school climate but it does not include parents. We have full-time counselor is freed to address any social-emotional need of staff or students.
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Bradwell School of Excellence uses a restorative justice perspective to discipline inside and outside of the classroom. This perspective allows us as a school team to address the core issues of students social and emotional experiences that impact their behavior at school. The staff at BSOE understand the impact that trauma has on the lives of our students and the behaviors that

they exhibit. Our newly introduced SEL Spotlight helps highlight students who exhibit healthy social emotional skills monthly. Each classroom also has a universal discipline system in which students are able to clearly see their behavior as they move their "clips" either up or down depending on their behavior for the day. They can then gain or lose points which are logged in the Class Dojo software. Positive behavior is awarded with individual as well as classroom incentives. Suspension is used as a last resort at BSOE. If Class Dojo is not able to help students want to redirect their behavior then they are then referred to the Dean of Students, and if need be the counselor of the school.

- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parents are invited into the school for Open House, Report Pick-up, Assemblies, Parent Meetings, Attendance, Mother-Son Dance, Father-Daughter Dance, Back to School Bash and to become volunteers. There are several ways for parents to communicate with the school: remind.com, dojo, email, face-to-face. We have an attendance campaign each year with a slogan. This year was Don't Miss 4. Buttons and flyers are shared with parents. We could use more community partners.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Growth Percentile for DL students reading
Root Cause 1	Professional Development needed for DL teachers in standards based instructions and strategies that work for DL students
Area of Critical Need 2	Growth Percentile for DL students math
Root Cause 2	Professional Development needed for DL teachers in standards based instructions and strategies that work for DL students
Area of Critical Need 3	Increase attendance
Root Cause 3	Transient student population and getting buy-in around the importance of attendance

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Although we have made significant progress with growth percentile, there is a gap of 79 percentiles between general education students and DL students. We must continue to push growth for all students to reach our desired goal of students meeting or exceeding attainment levels.</p>	Students with IEPs		15.00	20.00
	Overall		90.00	92.00
<p>Vision: Attendance Rate</p> <p>Our current daily average attendance is 92%. We are 2.1% below the district's goal of 95%. This was the only metric that kept us from becoming a level 1 school.</p>	Overall		94.00	95.00
<p>SQRP: National School Attainment Percentile - Math (Grade 2)</p> <p>If students enter 3rd grade on grade level they are better prepared to succeed as they matriculate through school. This is one of our lowest metric overtime. It is the lowest possible percentile. Less intervention would be required in subsequent grade levels.</p>	Overall		25.00	30.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>If students enter 3rd grade on grade level they are better prepared to succeed as they matriculate through school. This is one of our lowest metric overtime. It is the lowest possible percentile. Less intervention would be required in subsequent grade levels.</p>	Overall		25.00	30.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well-Organized-we plan to maintain our well organized status as we plan to continue what works and strengthen areas that have opportunities for development.				5.00	5.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we establish an MTSS team, provide training to team and staff, develop a regular meeting schedule and protocol
Then we see...	students social-emotional and/or academic needs will be met
which leads to...	supports for students in reaching their SEL and Academic Goals
Budget Description	No funding is required, Develop a Team, Training, a Protocol
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Develop a team Tags:MTSS: Shared Leadership (Not started) Training Tags:MTSS: Fidelity of Implementation (Not started) Develop a Bradwell MTSS Protocol Tags:MTSS: Fidelity of Implementation (Not started) Whole staff training

	Tags:
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Strategy 2

If we do...	provide resources and professional development on differentiated instruction for teachers
Then we see...	teachers providing differentiated resources to students that provide access to the content
which leads to...	student achievement increasing as a result of responsive instruction
Budget Description	Professional Development
Tags	Leadership for Continuous Improvement, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> • (Not started) Create schedule for ILT focus on professional development resources <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Norm and calibrate a student work analysis protocol for adjusting instruction <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) ILT select and purchase resources on differentiated instruction strategies <p>Tags:</p>

Strategy 3

If we do...	If we establish a campaign process and vote for qualified Student Council officers who meet monthly
Then we see...	students leading, planning, and organizing school activities
which leads to...	increased student involvement and active student voices.
Budget Description	Money needed to fund activities (school dances; specifically)
Tags	SSCE: Student Voice

Action steps	<ul style="list-style-type: none"> • (Not started) A criteria is established for Student Council officers (based on grades, teacher recommendations, attendance, etc.) and shared with student body. Tags:SSCE: Student Voice • (Not started) Students campaign for Student Council positions (President, Vice President, Treasurer, Secretary, and Parliamentarian) and student body. Tags:SSCE: Student Voice • (Not started) Students meet monthly with staff advisors and plan activities that contribute positively to the educational experiences at Bradwell. Tags:SSCE: Student Voice
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Action Plan

Strategy 1

Develop a team

May 01, 2020 to Jun 01, 2020 - Debelak and Wallace

Training

Jun 01, 2020 to Jul 01, 2020 - Debelak and Wallace

Develop a Bradwell MTSS Protocol

Jul 01, 2020 to Aug 01, 2020 - Debelak and Wallace

Whole staff training

Aug 01, 2020 to Aug 28, 2020 - Debelak and Wallace

Strategy 2

Create schedule for ILT focus on professional development resources

May 01, 2020 to Aug 14, 2020 - ILT

Norm and calibrate a student work analysis protocol for adjusting instruction

May 01, 2020 to Aug 14, 2020 - ILT

ILT select and purchase resources on differentiated instruction strategies

May 01, 2020 to Aug 14, 2020 - ILT

Strategy 3

A criteria is established for Student Council officers (based on grades, teacher recommendations, attendance, etc.) and shared with student body.

Sep 08, 2020 to Sep 11, 2020 - Wallace and Arnold

Students campaign for Student Council positions (President, Vice President, Treasurer, Secretary, and Parliamentarian) and student body.

Sep 14, 2020 to Sep 18, 2020 - Wallace and Arnold

Students meet monthly with staff advisors and plan activities that contribute positively to the educational experiences at Bradwell.

Sep 21, 2020 to Jun 11, 2021 - Wallace and Arnold

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Data taken from 2019 IAR Assessment. ELA-school 9% met, ELA-state 32% met, ELA-school 0% exceeded, ELA state 6% exceeded, ELA-school 14% approaching, ELA state 26% approaching, ELA-school 30% partially met, ELA state 19% partially met, ELA-school 48% did not meet, ELA state 16% did not meet;

Math-school 12% met, Math-state 27% met, Math-school 0% exceeded, Math state 5% exceeded, Math-school 19% approaching, Math state 27% approaching, Math-school 34% partially met, Math state 25%

partially met, Math-school 35% did not meet, Math-state 16% did not meet

Science School-6% proficient State-49% proficient

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

To address reading gaps-we adopted the CKLA curriculum to help students become proficient with fluency and comprehension skills. Students in K-2nd learn the decoding tools to become fluent readers. We progress monitor students performance three times a year using mClass. From that data, we develop small group plans to address students at their level. Daily students have 30 minutes of small group instruction. To address the gaps 3rd-8th grade, we adopted Expeditionary Learning which is aligned to the Common Core State Standards. We use ANet to progress monitor student performance at least three times a year, once a quarter. Data from NWEA is used to develop small group plans to meet students at their academic level. They are provided 30 minutes daily to address their specific learning areas. Balanced literary is used in ELA during small group instruction as well as technology resources such as IXL, Coach Digital, and Study Island. We also provide after school and summer school supports for students.

To address the math gaps, we adopted Eureka Math which is aligned to the Common Core State Standards. We use Anet to progress monitor at least three times a year, once a quarter. We develop small group plans to meet students at their academic level. Students receive 30 minutes of small group instruction. Resources for small group instruction include IXL and Coach Digital. We offer after-school and summer school support for students.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

30 minutes of small group instruction is provided daily for students in ELA and Math. RIT is used for students who show no progress during small group instruction.
ELA-balance literacy used during small group as well as technology resources such as IXL, Study Island, and non-digital Coach Digital
Math-technology resources IX and non-digital Coach Digital
After School and Summer School provided to tiered students.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

RIT will be used for students who are low achieving and at risk of not meeting state standards. They have an opportunity to attend after-school and summer school sponsored by the school.

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

We seek to hire teachers who have been trained as AUSL residents as they learn skills and strategies that are effective for students in challenging communities. We use current teacher referrals to attract teachers who would be a best fit for our community.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Weekly clusters are held for ELA and Math teachers. The cluster analyze student work/data, share instructional strategies, develop a deeper understanding of mathematical practices, and common core in both subjects. AP oversees Math and Academic Director oversees ELA. Primary has a lead teacher who facilities cluster. Staff attend network, CPS and outside professional develop that is content specific. Principal, AP, and Academic Director attend Professional Development that strengths their content skills, leadership skills, and coaching skills.

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

We utilize our school counselor to provide various family support. This year we are adding City Year. They will provide family nights that are content specific. They will assist in reaching our to parents through phone calls to keep parents abreast of student progress.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Pre-K students use TS GOLD. They have time for small group instruction which will meet them where they are academically.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Annually, teachers vote on the assessments used at Bradwell. Currently we use: mClass K-2(3x per year), Anet ELA and Math-2nd-8th (at least 3x year, once a quarter, 4th is optional), NWEA-2nd-8th (Boy if needed, mid year, and EOY), IAR state assessments (as assigned), pre-k -assessment TS GOLD, Kindergarten -Kids Assessment, Curriculum assessments as they occur in Eureka Math and Expeditionary Learning.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Small group instructional is provided daily for 30 minutes in ELA and Math Students who do not show progress will be referred for RTI.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We follow the guidelines issued by CPS. There are various department and leads in these areas we reach out to for support.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

During Open House, Principal will share the ESSA Plan as part of the state of the school address. Parents are invited to develop the ESSA plan during CIWP development. Parents will be allowed to review progress during PAC and/or LSC Meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The state of the school is typically shared during the first month of school. The ESSA plan will be shared. Anticipated Title I Annual Meeting and Title I PAC Organizational Meeting and date: Wednesday, Sept. 30th, 2020. ESSA will be a regular agenda item for PAC and LSC Meetings.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

There is an open-door policy at Bradwell. Communication is always open through email, remind.com, or in-person. However, a regularly scheduled monthly PAC and LSC meeting will be available to encourage parent participation and welcome suggestions.

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

The reports provided by the state will be sent home with students or attached to the report card during parent teacher conferences.

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.

A letter will be composed and shared with effected parents if there were to occur.

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

This information will be shared during Open House. The literature will be sent home for those parents who do not attend Open House. This information will be shared during the state of the school address, LSC, and PAC meetings.

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

We use a school-wide platform REMIND.COM to communicate with parents. Pertinent information, resources, and events will be shared through this platform. We also have a school website, twitter, and facebook will use to post dates of events at the school for parents to increase their ability to support their children. Goal would be to have a parent academic support day at least once a quarter.

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

Our goal is to provide excellence customer service to our parents and students. Communication is key. This is part of the principal's message. Staff must reach out to parents multiple time and through multiple methods: remind.com, dojo, email, website, facebook, twitter. Family nights will be provided to help parents in assisting their students with learning.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Once a month parent meetings will be held for Pre-K parents at Bradwell.

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

Information will be posted in the following platforms: remind.com, school website, facebook, twitter, blackboard. The messages will be sent in the languages of our student families.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

We do not have a functioning LSC.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Bradwell School of Excellence will fully prepare our scholars for college and the work force by providing a safe, rigorous learning environment with high expectations for all. We will partner with our community and families to ensure that our scholars are able to exceed standards and not just meet them. As a learning community we will work together to prepare our students to be academically competitive with their peers worldwide and each of them will feel the love and commitment of our staff. Collectively, we will use each other as resources to create an exciting learning environment for our children and foster in them a thirst for knowledge that cannot be dampened by the social ills they confront each day.

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.

Face to face parent conference will be held where parents can speak to each teacher:

November 18, 2020 and April 21, 2021

Parent and/or teachers can request a conference at any time of the school year at a time that is convenient for both to ensure students receive the support and guidance needed.

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

Progress Reports will be sent home to update parents on their students' progress. Parents will also have access to Parent Portal which allows them to check their student's progress at any given moment. PROGRESS REPORT DISTRIBUTION DAYS? Schools will distribute progress reports on the following dates:

Q1 on October 9, 2020 Q3 on March 12, 2021
Q2 on December 18, 2020 Q4 on May 21, 2021

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

Parents can schedule an appt. with teachers before or after school at the school. Parents are encouraged to use remind.com to have direct access to teachers.

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

The CPS Volunteer link is shared with parents on remind.com. Robo calls seeking volunteers are sent. Teacher send information home about volunteering as well.

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

A weekly attendance report for each individual student is sent home on Wednesdays. Parent may be required to acknowledge certain documents with a signature. Parents are encouraged to sign up for Parent Portal and Remind.com to keep communication open between home and school.

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

Parents have opportunities to discuss their children's educational choices: parent conferences, meetings with counselor or case manager, meetings with dean, meetings with administrator or the classroom teacher. These meeting can be set any time during the school year at a time that is convenient for all parties. Parents also can use parent conferences as an opportunity to discuss decisions.

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 have a weekly on track tracker for students in each classroom that monitors their attendance and GPA. Students also are expected to check student portal once a week. For students who need more supports, they are referred to the school counselor for more support.

Parent Budget (Complete)

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

Presenter to come speak to parents about Common Core Standard, Curricular Resources, Parenting Support to increase their knowledge and skills to better student their students in ELA, Math, and SEL learning.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$879.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$3000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

