

Back of the Yards IB HS 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|-----------------------|------------------------------------|---------------------|------------|
| Rebecca Bancroft | AP | rabancroft@cps.edu | Has access |
| Patricia Brekke | Principal | pbbrekke@cps.edu | Has access |
| Praise Lee | Reading Specialist/Teacher | pcee@cps.edu | No Access |
| Katherine Smith | MYP Coordinator | krwilliams6@cps.edu | No Access |
| Massiel Zaragoza | Dual Lang/ELPT Coordinator/Teacher | msoto2@cps.edu | No Access |
| Colin Rook | Case Manager | crook@cps.edu | No Access |
| Charanjeet Baez | LSC Teacher Rep/Librarian | cbaez@cps.edu | No Access |
| Barbara Manjarrez | ILT Member/Teacher | bmthull@cps.edu | No Access |
| Hallie Trauger | LSC Teacher Rep/Teacher | htrauger@cps.edu | Has access |
| Dawn Cox | IB/DP Coordinator | dcsiska@cps.edu | No Access |
| Juan Carlos Salinas | Counselor | jsalinas7@cps.edu | No Access |
| Susy Martinez | Parent/PAC Chair/LSC Member | | No Access |
| Adelina Rodriguez | Parent | | No Access |
| Maria Ester Fernandez | Community Member | | No Access |
| Maria Colin | Parent | | No Access |
| Maria Arroyo | Guardian | | No Access |
| Maricela Arzate | Community Member | | No Access |

Team Meetings

| Date | Participants | Topic |
|------------|--|---------------------------------------|
| 01/30/2020 | | Introduction to CIWP and SEF |
| 03/10/2020 | Parents and Community Members (25 in attendance) | SEF for Parent & Community Engagement |

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make ?safe practice? an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

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
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 2 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 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
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** REACH average scores for the school. P/SAT growth/benchmark
- 3 - Balanced Assessment and Grading
 - 4 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
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 3 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)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 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)
 - 2 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)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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:**
- 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
 - 2 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:**

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials Teacher-Teacher and Teacher-Principal Trust
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 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
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Student Work, Visitor Log, Units, Service Projects
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- 4 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)
- 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 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:** Robocalls, Meeting notices; School Website and Social Media; Letters home

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 0 |
| 2 | Quality and Character of School Life: Relational Trust | 0 |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | 0 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | 1 |
| 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 | 3 |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | 0 |
| 3 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | 0 |
| 3 | Quality and Character of School Life: Family & Community Engagement | 4 |
| 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 | 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 | P/SAT Growth 10/11 |
| Root Cause 1 | 1) Due to lack of alignment between curriculum, instruction, and assessment of skills (both cognitive and transfer) |
| Area of Critical Need 2 | College Enrollment (EL and DL) |
| Root Cause 2 | 1) Due to lack of instructional strategies that support the development of our EL/DL students 2) Due to lack of sufficient intentional post-secondary planning for EL/DL students |
| Area of Critical Need 3 | College Persistence (Overall + EL) |
| Root Cause 3 | 1) Due to lack of instruction and preparation of developing independence in both cognitive and non-cognitive skills and factors |

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 |
|--|--------------------------------------|------------------------------------|----------------|----------------|
| SQRP: SAT Cohort Growth Percentile | Overall | | 40.00 | 50.00 |
| We chose this metric because it provides our students with more access to post-secondary options and success | Latinx | | 40.00 | 50.00 |
| SQRP: PSAT10 Annual Growth Percentile-Math | Overall | | 40.00 | 45.00 |
| We chose this metric because it provides our students with more access to post-secondary options and success | | | | |

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|--|---|---|-----------------------|-----------------------|
| SQRP: PSAT10 Annual Growth Percentile-Reading We chose this metric because it provides our students with more access to post-secondary options and success | Overall | | 60.00 | 70.00 |
| | | | | |
| Vision: College Enrollment We chose this metric because we want to focus on equitable access to post-secondary options for our EL and DL populations | EL | | 70.00 | 75.00 |
| | Students with IEPs | | 55.00 | 65.00 |
| SQRP: College Persistence Rate We chose this metric because we want to ensure that our students get to college and through college as a means of ensuring equitable outcomes; we want to ensure that our EL population receives special attention to get to and through college | Overall | | 75.00 | 85.00 |
| | EL | | 40.00 | 55.00 |

Required metrics (Highschool) (67% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| My Voice, My School 5 Essentials Survey (Blank) | | | | 5.00 | 5.00 |

Custom metrics (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|--------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| (Blank) (Blank) | | | | | |

Strategies

Strategy 1

| | |
|--------------------|--|
| If we do... | If we engage in professional learning through departments on IB-focused curriculum, differentiated instruction, and WIDA Standards, |
| Then we see... | then we will see teachers collaboratively plan with these in mind and provide one another with meaningful feedback to improve units, assignments, assessments, and alignment. This will result in teachers developing a horizontally and vertically aligned and differentiated curriculum |
| which leads to... | students demonstrating a high level of academic success and proficiency on CCSS/IB Criterion, IB assessment objectives, P/SAT exams, & ACCESS exams |
| Budget Description | |
| Tags | Curriculum, MGIB: IB |
| Action steps | <ul style="list-style-type: none"> (Postponed) By 12/20, send a team to DI PD and include collaboration time for sharing out learning and application of learning Tags: Personalized Learning: Tailored Learning/Differentiation (Not started) By 9/20, each department will re-visit their vertical alignment and scope & sequence in conjunction with P/SAT data - Department Chairs Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness |

Strategy 2

| | |
|--------------------|--|
| If we do... | If we engage in cycles (learning, application, adjustment, results) of professional learning on Close Reading for Analysis (CRA), |
| Then we see... | teachers explicitly teach and implement the Close Reading Frame to develop their students? disciplinary literacies and reading skills, |
| which leads to... | improved teacher practice and student ownership of learning, analytical skills, improved student outcomes, as demonstrated by their grades, classroom assignments & assessments, P/SAT performance, and IB/AP assessments. |
| Budget Description | |
| Tags | Equity: Liberatory Thinking, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources |
| Action steps | <ul style="list-style-type: none"> (On-Track) By 8/20, the BOYCP ILT will select the next phases of teacher learning around close reading |

| | |
|--|--|
| | <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) By 9/20, new teachers will engage in an institute day or an extended time of training to help orient themselves around the CRA framework, the culture of the school, the standards used in instruction (including WIDA), and unit planning (UBD). <p>Tags:</p> <ul style="list-style-type: none"> (Not started) The ELPT / Case Manager and Literacy Lead will design a professional learning schedule/ systems of support for EL/DL students and teachers around the CRA framework and the Biliteracy Unit Framework <p>Tags:</p> <ul style="list-style-type: none"> (Not started) All teachers will engage in safe practice, safe observation and learning walks to promote learning around the CRA framework. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Teachers and ILT will look at data to determine the effectiveness of close reading as our PIP or professional development around close reading in order to determine the next steps for learning and refinement . <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) By 8/2020, the ILT will identify the re-entry point for close reading (student progress monitoring and teacher observational data) <p>Tags:</p> |
|--|--|

Strategy 3

| | |
|--------------------|--|
| If we do... | If we engage in professional learning and development of an intentional 9-12 scope and sequence about post-secondary access/options and social-emotional learning, |
| Then we see... | greater teacher understanding of a college going culture and student preparation and independence in these areas |
| which leads to... | which will in turn result in higher rates of overall college enrollment and persistence for all our students, in particular for our EL/DL students. |
| Budget Description | |
| Tags | Transitions, College & Career Access, & Persistence |

| | |
|--------------|---|
| Action steps | <ul style="list-style-type: none"> • (Not started) The post-secondary team will develop a 9-12 scope of college-going learning and activities Tags:OSCPA: Postsecondary Pathway Advising & Planning • (Not started) The post-secondary leaders will collaborate with the ILT and grade level leads to refine the scope and determine placement for learning and activities Tags: • (Not started) Recruit student participation for college enrichment programs, fly-in programs to expose students to a variety of college opportunities Tags: • (Not started) The case manager will provide learning and support for the team so that they develop IEP transition plans for students that are authentic and aligned to SMART goals Tags: |
|--------------|---|

Strategy 4

| | |
|--------------------|---|
| If we do... | develop a scope and sequence of parent engagement opportunities, workshops, and experiences |
| Then we see... | increased parent engagement and support for our college-going culture |
| which leads to... | to improved student outcomes on P/SAT, IB/AP, GPA, attendance rates, college enrollment and persistence rates. |
| Budget Description | |
| Tags | |
| Action steps | <ul style="list-style-type: none"> • (Not started) Identify and establish a parent leadership panel that can work with administration and school support staff to collaborate on developing a range of opportunities and learning for parents. Tags: • (Not started) Work with the parent leaders to establish a regular calendar of parent engagement opportunities for all parents 9-12 Tags: |

| | |
|--|---|
| | <ul style="list-style-type: none"> • (Not started) Identify, recruit, and maintain an IB parent group that supports and strengthens the implementation of all IB programmes <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) PSLT will collaborate with the parent leaders to identify college field trip options for parents <p>Tags:</p> |
|--|---|

Action Plan

Strategy 1

Postponed Oct 29, 2020

By 12/20, send a team to DI PD and include collaboration time for sharing out learning and application of learning

Jul 01, 2020 to Dec 31, 2020 - Admin, teacher leaders

By 9/20, each department will re-visit their vertical alignment and scope & sequence in conjunction with P/SAT data - Department Chairs

Jul 01, 2020 to Sep 30, 2020 - Dept. chairs, teachers

Strategy 2

On-Track Oct 29, 2020

By 8/20, the BOYCP ILT will select the next phases of teacher learning around close reading

Jun 01, 2020 to Aug 15, 2020 - Admin, ILT

By 9/20, new teachers will engage in an institute day or an extended time of training to help orient themselves around the CRA framework, the culture of the school, the standards used in instruction (including WIDA), and unit planning (UBD).

Aug 01, 2020 to Sep 30, 2020 - Teacher leaders; new teachers

The ELPT / Case Manager and Literacy Lead will design a professional learning schedule/ systems of support for EL/DL students and teachers around the CRA framework and the Biliteracy Unit Framework

Aug 01, 2020 to Dec 18, 2020 - Teacher leaders, teachers

All teachers will engage in safe practice, safe observation and learning walks to promote learning around the CRA framework.

Oct 01, 2020 to Feb 01, 2021 -

Teachers and ILT will look at data to determine the effectiveness of close reading as our PIP or professional development around close reading in order to determine the next steps for learning and refinement .

Jan 01, 2021 to Jun 30, 2021 -

On-Track Oct 29, 2020

By 8/2020, the ILT will identify the re-entry point for close reading (student progress monitoring and teacher observational data)

Jul 01, 2020 to Aug 15, 2020 -

Strategy 3

The post-secondary team will develop a 9-12 scope of college-going learning and activities

Jul 01, 2020 to Aug 31, 2020 - Post-Sec Leads, counseling team, grade level leads, advisory team

The post-secondary leaders will collaborate with the ILT and grade level leads to refine the scope and determine placement for learning and activities

Aug 01, 2020 to Dec 31, 2020 - Post-Sec Leads, counseling team, grade level leads, advisory team

Recruit student participation for college enrichment programs, fly-in programs to expose students to a variety of college opportunities

Jul 01, 2020 to Jun 30, 2022 - Post-sec leads, counselors

The case manager will provide learning and support for the team so that they develop IEP transition plans for students that are authentic and aligned to SMART goals

Aug 01, 2020 to Jun 30, 2021 - Case Manager, special education teachers, admin

Strategy 4

Identify and establish a parent leadership panel that can work with administration and school support staff to collaborate on developing a range of opportunities and learning for parents.

Jul 01, 2020 to Oct 01, 2020 - Admin, counseling, parent leaders

Work with the parent leaders to establish a regular calendar of parent engagement opportunities for all parents 9-12

Jul 01, 2020 to Oct 01, 2020 - Admin, counseling, parent leaders

Identify, recruit, and maintain an IB parent group that supports and strengthens the implementation of all IB programmes

May 01, 2020 to Jun 30, 2022 - IB coordinators, parents, admin

PSLT will collaborate with the parent leaders to identify college field trip options for parents

Sep 01, 2020 to Jun 30, 2021 - Counseling, parents, admin

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.

[]

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.

The ILT conducts a deep dive into all available data including, but not limited to, P/SAT EOY to EOY, DP assessments, and AP results. The ILT identifies areas of growth and areas of continued challenges and creates a plan to address those needs. Professional development plans are created with department chairs and then rolled out to teachers through weekly department meetings.

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

Core departments continue to leverage College Board reports to refine curriculum in order to ensure horizontal and vertical alignment. As a result of inadequate growth in math at the 10th grade (1%ile), the math department engaged in PD to realign 9th-12th grade scope and sequence. The re-alignment of standards and the intentional improvement in scope and sequence will allow students to meet higher academic levels. In addition, teachers will continue to engage in professional development on close reading as a strategy to increase cognitive rigor in their classrooms, thereby supporting students in improving their critical thinking skills and their ability to apply these skills to demonstrate skills and content mastery.

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.

The school is comprised of 92% Latinx, 3% African American, and 3% Asian students, with 93% of these children coming from low income homes. Nearly 13% of students are English learners and 7% of students have IEP's. ILT conducted a review of all student achievement data and noted areas of concern related to CCSS (disciplinary) literacy, as well as CCSS math. As a result, a professional development plan has been established to provide teachers with learning on the Close Reading Frame. Research demonstrates that close reading across disciplines provides students with opportunities to delve deeper into text through scaffolded instructional strategies to improve/enrich their analysis, interpretation, and inference skills.

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).

We believe that the Close Reading Frame will enhance every student's learning, including students who have demonstrated lower proficiency on CCSS and content. We also recognize that some students do not meet proficiency as a result of external factors. Through a grade level specific postsecondary curriculum, the counselors will provide students with learning opportunities to increase their college awareness and options. In addition, through an improved advisory curriculum, teachers will engage students in better understanding their grades and setting improvement goals using the Bobcat Blast (bi-weekly grade report). Students will be monitored by their advisors and support, including counseling, social worker services, and/or mentoring, will be provided to students who continue to experience challenges.

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

Teachers participate in the interviewing process to select and attract the best, highly qualified teacher for the vacancy. Back of the Yards College Prep HS promotes and collegial and familial environment for teachers so that they want to remain at the school long term. Teachers new to the profession engage in monthly professional development & support group with their colleagues in a New Teacher Institute. This serves to provide guidance and acclimate new teachers to the school, the school community, and to teaching. Year 2 and Year 3 teachers and invited to participate in learning. The NTI provides another place for teachers to feel supported, thus improving retention.

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.

Professional development is teacher-led and supported by the administration. When the ILT uncovered that students struggled with skills including analysis, drawing conclusions, and making inferences, these lead teachers engaged in research to determine the best, research-based strategy to address and improve this academic issue and landed on close reading. Our expert and trained reading teacher, Ms. P. Lee, will continue to lead the ILT in professional development on the Close Reading Frame, then train teachers on the implementation of the Frame to improve students' standards proficiency.

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

The school has a strong Parent Advisory Council, Bilingual Advisory Council, and Local School Council. Each group is instrumental in garnering parental support and involvement in the school. The PAC,

specifically, engages a large group of parents in learning and sponsors monthly activities to increase parents' knowledge on topics of interest including, but not limited to, raising adolescents, health & wellness, immigration, and community organizing. Based on parent input, a new priority was selected for 2020-2022 to increase parent involvement in the school. In addition, a new parent group will be formed, the IB Parent Advisory Council, to inform the school of progress in all IB programs.

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.

NA

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.

An annual survey is given to teachers to determine the assessments that will be offered in the following school year. Assessment data is reviewed and analyzed by core department teams and then presented to their teams. Teachers address standards and content where students experience challenges and address them by adjusting the curriculum and explicitly teaching skills.

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.

Activities, including tutoring and SEL support, will be provided to all students who demonstrate challenges in meeting proficiency on the learning standards. For 2020-2022, teachers will continue analyzing their gradebooks and student work using the Looking at Student Work Protocol to note which students are experiencing difficulty. With the assistance from their teammates, teachers will implement new strategies to advance academic achievement for their students.

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.

The counseling team will continue to develop a curriculum to increase students' postsecondary awareness and add a vocational component to ensure students learn about their options and opportunities. Students will continue to engage with Learn. Plan. Succeed. as they engage with their counselors and consider best fit options for themselves. In addition, if services are not consistently available at the school, the counseling team will continue to direct students and families to resources in the community and its surrounding areas so that they are supported.

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.

Back of the Yards College Prep parents will meet annually as part of the PAC/BAC to assess the school's progress towards meeting required components of the Title I School Parent Involvement Plan and Policy. For the 2020=2022 cycle a parent-led group will collaborate to organize opportunities for parents to engage with the school and learn information about the school's progress. Parents will have opportunities to provide input based on a review of PAC reports, as well as other pertinent data shared by the school.

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 school will hold an annual meeting to inform parents of the school's participation in Title I programs. Title I requirements, as well as parental rights, will be explained during meetings. Monthly PAC meetings will be held to engage parents of students participating in NCLB, Title I program in the school. Parent events, including the College & Career Fair, Postsecondary Awareness Nights, MYP Personal Project & Interdisciplinary Unit Fair, DP Arts Showcase, among other activities, will be planned and implemented to strengthen parent involvement. The projected date for the Title I Annual Meeting will be September 22, 2020 at 8:30am, followed by a separate meeting for the Title I PAC Organizational Meeting, which will be held on September 22, 2020 at approximately 9:00am.

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

The Parent Advisory Council will establish dates for regularly monthly meetings for parents to share suggestion and to participate in decision making regarding student progress. In addition to the regular monthly meetings, the PAC will organize additional events/activities for parents, including field trips,

college visits, and workshops. The school will support the PAC in determining ways in communicate with the larger Back of the Yards community through flyers, mailings, and robocalls. As well, meeting dates will be put on the school website and social media.

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.

Back of the Yards will share with parents district level and school-based reports detailing their child's performance on State assessments in math and disciplinary reading. This will be accomplished through the annual State of the School Address, as well as through Postsecondary Nights, to help parents to understand the overall climate and culture of the school and the academic progress of their students.

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

The school will inform parents in the first month through letters and phone calls if there is a child who has been assigned to a teacher who is not defined as Highly Qualified. All teachers at Back of the Yards College Prep HS are highly qualified under ISBE requirements for licensure.

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

The school will support parents in their understanding of content standards and state academic achievement standards for Title I. The school will share grades, standardized assessment data, interim assessment data, performance task data, and the Bobcat Blast (biweekly grade report) with parents to garner their support in monitoring student progress. Reports will be created in target home language. As well, teachers will establish open lines of communication with parents to share with them ways in which they can support the learning of their student.

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.

The school will provide information, resources and training to parents so that they are better able to support the academic growth of their student. They will be directed to opportunities within the community. The school will utilize various engagement strategies to increase awareness and action from parents in supporting the academic accomplishments of their students.

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.

Back of the Yards believes parental support is an integral part of student achievement. As a result, teachers will meet in teams to share and to acquire strategies to engage parents in the school and in their students' learning experiences. Teachers will continue to make regular phone calls home to parents to keep them

informed of academic outcomes, and regular mailings will be sent in an effort to improve communication between the school and the home. In addition, teachers will plan regular meetings with parents of struggling students and involve parents in creating academic learning contracts to keep students on track.

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.

NA

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.

In collaboration with teachers, school partners, and the Parent Advisory Council, the school will organize a variety of parent workshops to encourage and support parental participation in the academic progress of their child. The school will leverage an improved website to communicate more regularly with families and any written communication will be sent out in Spanish, English, and Chinese.

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)

NA

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.)

Back of the Yards College Prep faculty and staff are committed to providing students with a variety of learning experiences that integrate and expand students' knowledge and understanding of global perspectives and international-mindedness. Staff members are dedicated to promoting intercultural respect and understanding, which will inspire students to contribute to their community and beyond.

Through their coursework, students will make connections between their learning experiences and their community, their city, and their world. They will be offered a high quality, rigorous curriculum that advances their critical thinking skill and motivates students to become problem solvers and socially responsible citizens.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The school will conduct parent-teacher conferences according to the CPS annual calendar. In addition, parents will have the opportunity to meet with teachers at other times throughout the year, including Open House and quarterly parent nights, to engage in discussions around student progress towards meeting academic goals.

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

The school will provide parents with 5-week progress report and quarterly report cards to communicate their child's progress. In addition, the school will introduce the Bobcat Blast that will provide additional academic performance information to parents during the 3rd and 7th weeks of each quarter. The school will also support and encourage parents to use Aspen Parent Portal to keep abreast of student progress, with opportunities for training provided by the counseling team.

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

Back of the Yards teachers and staff seek to partner with students' families and collaborate to find appropriate times to consult about students. Parents are always invited to make appointments to see teachers before school, after school, or during preparation periods. Further, parents who wish to see non-teaching personnel can do so before school, after school, or during the instructional day by appointment.

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.

In accordance with the Volunteer Policy, parents are invited to participate in chaperoning field trips, acting as Team Moms/Dads, and acting as presenters for class activities. Parents are always invited and encouraged to engage in school (i.e. College & Career Fair, Postsecondary Nights, Department Fairs, academic awards celebrations, etc.). These opportunities take place throughout the school year.

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

Parents at Back of the Yards are strongly encouraged to collaborate with the school to support their child's learning by monitoring attendance/behavior, attending IEP meetings, attending parent conferences, monitoring completion of class assignments, participating in parental surveys, and supporting school-wide academic initiatives.

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 will be encouraged to consult with the school when determining the best course of action to address the educational needs of their student. Parents can request to meet with school staff to discuss

student needs and attend meetings that are initiated teachers, staff, or administration. All parties will decide collaboratively and reach a consensus on the best course of action for the student. In the spirit of clear and transparent communication, the school will ensure that communication with parents is in their home language (written and verbal).

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share in the responsibility of lifting their own academic achievement by attending school daily, maintaining a positive outlook on learning, engaging fully in class and completing school tasks to the best of their ability. Students will be encouraged to make every effort to perform well on assessments and use assessments to track and monitor their progress towards academic goals. Additionally, students will assume the responsibility of improving the overall academic culture and climate of the school by engaging in extracurricular activities, supporting school wide initiatives and contributing to the overall well-being of the school community. Students will be invited to grade level-specific Town Hall meetings where expectations will be laid out for students and where students can engage in a dialogue with administration, teachers, and counselors.

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.

The PAC will host regular monthly meetings to engage parents in learning and understanding how to best support their students. Workshops, trips, and events will be organized to increase parental involvement in the school, thus increasing student achievement.

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. | \$1500.00 |

| | | |
|--------------|--|-----------|
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$1987.00 |
| 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) | \$1000.00 |
| 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. | \$1000.00 |
| 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. | \$1000.00 |