

# Edward A Bouchet Math & Science Academy ES 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/29/2020	David Young, Dwight Neely, Rosalyn Lewis, Tina Franklin-Bertrand, Franchesca Little, Callie Logan, Julia Hill, Charrisa Isom, Sherretha Richardson, Patricia West, Glenda Liner, Francis West, Carol Kendrick	School Improvement, data performance, and CIWP
02/11/2020	David Young, Dwight Neely, Rosalyn Lewis, Tina Franklin-Bertrand, Franchesca Little, Callie Logan, Julia Hill, Charrisa Isom, Sherretha Richardson, Patricia West, Glenda Liner, Francis West, Carol Kendrick	School Improvement, data performance, and CIWP
03/09/2020	David Young, Dwight Neely, Rosalyn Lewis, Tina Franklin-Bertrand, Franchesca Little, Callie Logan, Julia Hill, Charrisa Isom, Sherretha Richardson, Patricia West, Glenda Liner, Francis West, Carol Kendrick	School Improvement, data performance, and CIWP
04/01/2020	David Young, Dwight Neely, Rosalyn Lewis, Tina Franklin-Bertrand, Franchesca Little, Callie Logan, Julia Hill, Charrisa Isom, Sherretha Richardson, Patricia West, Glenda Liner, Francis West, Carol Kendrick	School Improvement, data performance, and CIWP

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 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)
  - 3 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:** Our administrative leadership team reflects our comprehensive school vision and mission. Bouchet International School is a collaborative learning community that fosters a positive environment that produces critical thinkers, efficient communicators, self-directed life-long learners, and technologically skilled students. Our challenging and purposeful curriculum provides motivated learners the opportunity to become more responsible, informed, respectful, and tolerant citizens with international mindedness. Bouchet's students will graduate with an appreciation for the relevance and understanding of cultural diversity, civic responsibilities and knowledge of life skills. We envision that our students will use that knowledge gained at Bouchet to prepare for and succeed in life, while creating a better and more peaceful world. Bouchet International School is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, emphasis on science, technology, engineering, mathematics, interdisciplinary and transdisciplinary approaches to teaching and learning. We also endeavor to provide quality professional development aligned to core instruction. To this end, the input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.
- 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
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 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
  - 3 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:** Our Instructional Leadership Team (ILT) is more than focused on creating and implementing the theories of action that improve our collective and individual approaches to teaching and learning through our ongoing collaboration that is horizontal and vertical, aligned to a data-driven and standards based approach, predicated upon collective work and responsibility that considers perspectives other than our own. Within our GLM's, the teachers reflect on existing classroom practices, and discuss strategies that can help support instruction for one another. Our LSC supports the vision of the school, and approves measures that align with the needs of the children. According to the school's 5 Essentials Report, instructional leadership is very strong with 86%. These practices are also evidenced in our annual, quarterly, monthly and weekly professional learning communities that encourage the sharing and exchange of ideas that are student-driven, results oriented and enduring throughout our collective work towards impacting students learning and achievement. Our ILT/IB Steering Committee meets monthly to inform instructional practices, including data analysis to inform subsequent teaching and learning. Our 5 Essentials survey results yield that teachers reported 98% agree/strongly agree that a member of the school leadership team knows what is going on in our classrooms, and 97% are provided with useful feedback to improve teaching.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 4 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:** At Bouchet our curriculum is standards-based and data driven. All curriculum planning evolves around high quality instruction that is specially designed to meet the divergent needs of our students. Our curriculum is aligned to the International Baccalaureate (IB) Standards and Practices, CCSS, NGSS, National Social Studies Standards, ISBE Learning Standards and pedagogy that addresses both the academic and social emotional needs of all learners. In addition to the implementation of our CPS Network 12 Pacing Guides, as an IB World School, our teachers have developed a transdisciplinary Primary Years Programme of Inquiry (POI) for Preschool through 5th Grade as well as horizontal and vertical articulation for 6-8th grade that reflects our horizontal and vertical planners all of which include high quality instruction to build international mindedness through the various disciplines: literacy, mathematics, science, social studies, physical education, library media, world language, fine arts and technology. These documents are very similar to curriculum maps that are also aligned to our Network Pacing Guides. Our unit plans include formative and summative assessments that are inquiry based and reflect Understanding By Design (UbD). According to our 5 Essentials Report Ambitious Instruction is 99%, Effective Leadership 80% and Collaborative Teachers are very strong as represented by 94%.

- 3 - Instruction
  - 3 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
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 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:** We regularly examine student classwork, homework, and assessments (quizzes, tests, performance-based assessments) that are both formative and summative on a weekly, monthly, and quarterly basis through transdisciplinary and interdisciplinary teacher observations, deep dives and grade level meetings that include the analysis of student work to inform subsequent instruction. In these settings, the school administration, ILT and teacher teams look at the aforementioned items to surmise the quality of teacher created/modified artifacts that are aligned to our district/Network Pacing Guides (CCSS, NGSS, Illinois Learning Standards, National Social Studies Standards and the International Baccalaureate Standards and Practices (<http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>). Criteria for rigorous student tasks include, but are not limited to, the quality of the written assignment, instructional rigor, focus, persistence, student engagement, differentiation, consideration for diverse learning styles and modalities that include multiple paths to learning, homework extensions and assessments that are tiered by student aptitude and elements that push their thinking as they approach benchmark on the optimal learning, gradual release model (I Do, We Do, You Do). Analysis of gradebook entries in K-8th grade indicate that teachers are reteaching to address student challenges for those who do not achieve mastery. This is also aligned to Literacy and Math small group interventions that are seen in our K-2 Theory of Action, and small group notebooks that are an integral part of progress monitoring student achievement. Based on our SY18-19, 5 Essentials data, we are rated very strong under all measures within Ambitious Instruction: English Instruction 99%, Math Instruction 99%, Academic Press 99%, and Quality of Student Discussion 99%.
- 3 - 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
  - 3 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

- 3 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
- 2 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:** Balanced assessment and grading are monitored through our CPS Gradebook and it includes various weights and measures: (1) Assignments=20%, (2) Homework=15%, (3) Class Participation=10%, (4) Quizzes=25%, and (5) Exams=30%. As an IB World School we have a defined assessment policy that can be located in our Bouchet School Handbook. Part of the policy states: At Bouchet International School, we believe that assessment and evaluation provide information that is diagnostic, formal, informal, formative, summative, authentic, varied, purposeful, and ongoing. As such, assessment and evaluation are collaborative, informative, student-centered, and used by our instructional staff to make more informed decisions about our collective and individual practices that are standards-based, age, and grade-level appropriate. We engage in sharing and exchanging information about assessment and evaluation with students, families, teachers, and stakeholders. This information is the foundation of schoolwide planning and implementation from year to year to meet the needs of all learners. With the focus our teachers work in grade level teams to develop Literacy and Math Deep Dives that are used across core content for Literacy, Mathematics, Science and Social Studies to align classwork, homework and assessment to our district/Network Pacing Guides and IB (PYP/MYP) units of instruction that are transdisciplinary and interdisciplinary. These components of teaching and learning are aligned to your year long scope and sequence for our district, Network and IB standards and practices known as the Programme of Inquiry (PYP) and the horizontal/vertical articulation (MYP). These documents are reviewed throughout the year and from year to year to refine our collective approaches to teaching and learning that includes data analysis of individual teacher gradebooks, data conversations about students performance data from a variety of measures that include, but are not limited to PARCC, NWEA, REACH Performance Tasks, Interim and End of Quarter Summative Assessments and teacher created formative/summative assessments/tasks throughout the school year. Under the guidance of our district leadership, school administration--working in collaboration with the ILT and various stakeholders, grading policies were developed and then monitored by the administration weekly for optimal implementation through IMPACT, dashboard and gradebooks.
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 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)
- 4 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 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:** Evidence of our Multi-Tiered System of Support (MTSS) can be seen in our school-wide approaches to teaching and learning that include, but are not limited to, core instruction, Morning Meetings, CHAMPS, and Second Step for all students (Tier I). Tier II and III supports are provided in small group interventions that are embedded in the literacy and math instructional schedules and small group binders that indicate strategic and flexible groupings aligned to weekly classroom performance data, one-on-one support, PLPs, and IEP updates. All Tiers I, II and III are monitored by the school administration, ILT, IB Coordinators, MTSS Team inclusive of the counselor/case manager. As such our school places major emphasis on these areas to continue growth. We provide incentives for attendance that include fitness events/field trips promoting health and wellness days with healthy treats, student and classroom acknowledgements during morning and end of day announcements, automated and teacher phone calls home that are logged and reviewed by the school administration to promote good attendance.
- 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
  - 4 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:** Bouchet creates multiple pathways to success that reflect our vision and mission in support of college to career development. This includes high school fairs held both within and outside of our school and college visits to local universities that include our partnership with Roosevelt University. Using our newly launched Naviance system and Go CPS, we are able to ascertain students' areas of interest, potential areas of post-secondary study and career paths in various areas and raised awareness about funding sources such as scholarships. Our counselor/case manager works very diligently with our students, parents and staff to develop timelines that include support systems, transition structures and access to information for students, parents and stakeholders that support our desired outcomes. According to our SY18-19 My Voice, My Choice survey and 5 Essential Report, Bouchet is well-organized for improvement with ambitious instruction at 99% and involved families at 83%. During the SY 2019-2020 we added a College Preparedness After School Program to support upper grade students seeking additional assistance navigating a path to high school towards college and career preparedness facilitated my teacher mentors with workshops. Additionally, our counselor/case manager, 7th and 8th grade teachers work collaboratively with parents and students to support the matriculation to 8th grade, assistance with Go CPS and Naviance tools throughout the school year.



## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Bouchet seeks to continually build, sustain and expand our relational trust among all stakeholders through a wide variety of measures, that include but are not limited to the development of our schoolwide guidelines for success, essential agreements/classroom rules, teacher to students and student to student discourse with accountable talk that have been integrated into many of our schoolwide professional development training and weekly grade level meetings. These practices invite students to assume an active role in their day to day interactions at school, shared responsibilities and recognition of the Student Code of Conduct (SCC) for schoolwide/district regulation that serves as a guideline for civility. We are deliberate in our approaches to promote our schoolwide guidelines for success. This includes CHAMPS posters that remind students about attendance goals, behavior expectations and ways to build positive relationships. Staff members utilize these posters both inside the classroom and in the hallways to promote a culture of learning throughout the school. According to our 5 Essentials Report 2019 in terms of a supportive environment, our data reveals that we are Very Strong.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 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)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** We provide a wide variety of engaged learning and extracurricular activities for students that are carried out throughout the school year. Many of these activities are made possible by staff/mentors/coaches and sponsors for interactive learning that extends learning beyond the confines of our classrooms. At the beginning of the year, we conduct a survey to gauge student input and perspectives about schoolwide approaches to teaching and learning. We provide annual Family Literacy & Math Nights, Open House, Parent/Teacher and Student-Led conferences that afford the opportunity for discourse with various stakeholders about students achievement and ongoing plans to ensure sustainable success and growth. These elements of teaching and learning can be seen in our library media centers, technology lab, math and science inquiry labs, the expansion of our Peace Rooms, and day to day classroom interactions that are enriched with field experiences that reflect transdisciplinary themes in Preschool through 5th Grade such as: Who We Are, Where We Are In Place and Time, Sharing The Planet, and interdisciplinary foci in the 6-8th grade classrooms. Student are encouraged to think constructively, be inquirers about the world

around them, make conjectures about their learning and use what they have learned in their ongoing quest for learning. During schoolwide professional development that is provided throughout the year and in weekly grade level meetings, teachers have multiple opportunities to collaborate, develop/refine their IB unit plans, lesson plans and implementation w/enrichments that include field-based learning experiences, students taking actions to make the world a better place because of those actions and discern how they can potentially impact the world around them for its betterment. According to our 5 Essentials Report, we scored Strong in these areas.

- 3 - Physical and Emotional Safety
  - 4 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:** According to our My Voice, My School Survey results, our school is "Well Organized". We have standard and enhanced daily operational measures in place that include regular monitoring of student movement before, during and after school for dismissal until the grounds are cleared. We adhere to the CPS Student Code of Conduct (SCC), MTSS and targeted interventions for students that are in need of additional support due to adverse situations such as being in a temporary living situations, abuse, violence, and other challenges as those circumstances warrant, to the extent that the school can assist or provide a referral, should the given circumstances exceed our available resources. According to Chicago Police 3rd District Beat reports, crime in the South Shore area that surrounds Bouchet include aggravated assault, robbery, theft, rape, manslaughter, and murder. Be that as it may, our MVMS survey aggregated data probing reveals, that while students generally feel safe at school, the presence of the aforementioned concerns yield apprehension beyond the school in their day to day living circumstances.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 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:** The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior

occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses. As an International Baccalaureate World School, Bouchet seeks to develop/refine and implement a variety of policies and procedures that are aligned to our CPS District, Network 12 and IB Standards and Practices. For complete review of our current policies, please visit our school website and the link for the Bouchet School Handbook at: [http://www.bouchetbrynmaur.cps.edu/apps/pages/index.jsp?uREC\\_ID=279195&type=d](http://www.bouchetbrynmaur.cps.edu/apps/pages/index.jsp?uREC_ID=279195&type=d). To this end we promote Least Restrictive Environments, inclusion and restorative practices as also referenced in our CPS, SCC and MTSS Guidelines. For example, as an alternative to Out-of-School Suspension, we offer the following measures, as indicated by the Chicago Public Schools, Student Code of Conduct (SCC), students that have committed offenses from Groups 3 or possibly higher are eligible for ISS at Bouchet International School if the following criteria are met: (1) The classroom teacher, student, parent(s)/guardian(s) and/or building administrator has documented previous interventions (e.g. Student Disciplinary Notice w/Reflection, Behavior Plan/Monitoring Log, previous Detention(s), and/or previous conferences held as a deterrent to the inappropriate student behavior. (2) The teacher completes a recommendation form for ISS that includes a plan for student skill building and missed assignments (classroom, homework and/or extended assignments if applicable). (3) The classroom teacher obtains administrative approval for the ISS. ISS can take place in one of two formats, either a half-day or a whole day. Our Bouchet International School ISS takes place three days a week on Monday, Wednesday and/or Friday or by a scheduled time during school hours that are arranged with the classroom teacher, an ancillary teacher or designee and the parent(s) of a given student. Once a student has been approved for ISS, the teacher will be informed via email. The staff member that is facilitating the ISS will pick up the student from the classroom between 9:15 ? 9:30A. At that time the classroom teacher that made the recommendation for the ISS has the responsibility to compile classwork, homework and any other relevant assignments and resources needed by the student. This pick up time allows the teacher to include the student in the attendance count in the morning and their return at the end of the day for dismissal. During ISS, the desired outcome is for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Additionally, we invite teachers to be a part of this process. If teachers have a break or prep throughout the time that their student(s) is/are in ISS, we encourage the teacher to come and speak with the student about the interventions planned to be implement together as a result of the given situation. This collective approach promotes shared responsibility, skill building, corrective action and restorative practices. In terms of safety, the school takes precautionary measures to ensure schoolwide safety by conducting random search and seizures according to CPS policies. We also monitor student social media access. We have personal relationships with our CPD Beat/School Officers. They mediate, support and reinforce our CPS policies with regard to significant disciplinary actions that involve inappropriate students and sometimes their parents. Other forms of behavior intervention include: Before and After School Detention that includes the opportunity for the student to complete all given assignments as well as a skill building activity that is aligned to his/her infraction to promote corrective actions, reflection and a subsequent plan of action for more appropriate life choices. Detention is usually facilitated by the classroom teacher or a staff member that is seeking to help the student make corrective actions towards desired outcomes. Our restorative approaches to

discipline have led to a significant decrease in out of school suspensions and appropriate increase in our in-school suspensions (ISS) which have been extremely favorable in terms of instructional continuity and reinforcing schoolwide expectations for the climate and culture of learning.

- 3 - 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)
  - 3 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)
  - 3 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:** Although parent engagement is less than 50%, we make every effort to make sure that our environment is hospitable and welcoming. We invite parents to all school-based activities. Parent/stakeholder partnerships at Bouchet include a wide range of possibilities from participation in the Local School Council (LSC), Parent Advisory Council (PAC), annual Back To School Carnival, Open House, parent workshops and seminars, Scholastic Book Fair, School Science Fairs, Spelling Bees, Family Literacy & Math Nights, Parent/Teacher/Student-Led Conferences, State of the School Address, International Festival, field trip experiences as chaperones, guest readers, and parent volunteers. During the 2019-2020 school year we had increased family participation in our school and Network 12 Back to School events. For Open House we had 125 families that came for a meet, greet and preview of the school year with the staff. Teachers also held individual informal meetings with parents as a follow-up for those who were unable to attend the Open House. LSC and PAC meetings are held bi-monthly and the PAC often includes parent workshops about topics such as How to Support Your Child's Varied Approaches To Learning, Developing Mental Math and Close Reading. Our LSC meetings usually have a quorum and approximately 5-10 general audience participants representing various stakeholders. In fact, our LSC members frequently attend a wide variety of the aforementioned school events. Our report card pick ups average 90-100% participation of families and students, including Student-Led Conferences held at the end of the 3rd Quarter with emphasis on Goal Setting and Progress monitoring. Teacher and staff participation with 40-55% parent participation also includes actual attendance as well as some conferences that take place before and after the event to accommodate working parents/families. Our school also supports 40 students who are in temporary living situations. This includes providing information resources, uniform assistance, coats and winter accessories as well as transportation assistance for those students and/or their parents based on their needs as applicable. Families have access to our school website: <http://www.bouchet-brynmawr.cps.edu/>, monthly calendars that are sent home with the students, teacher newsletters and periodic phone call reminders about important upcoming events, attendance alerts and other updates. Our school

encourages ongoing two-way communication in school meetings, workshops, activities and through our school website portal--all of which provide a wide range of stakeholders with multiple points of access to share and exchange information. Additionally, we utilize the feedback we receive from students, parents and various other stakeholders in the My School, My Voice Survey to refine our CIWP, its ongoing updates and evaluation of schoolwide implementation towards our shared desired outcomes that impact students' learning and achievement.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	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: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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 within Literacy and Mathematics from all students
Root Cause 1	Lack of consistent implementation of instructional practices across all classrooms
Area of Critical Need 1	Student assessments aligned to CCSS, NGSS, and IB standards and practices
Root Cause 2	Lack of common understanding regarding assessment design and IB standards and practices
Area of Critical Need 3	Positive learning environment for all students
Root Cause 3	Lack of common understanding regarding positive approaches towards engaging students in the classroom.

## 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
Vision: Attendance Rate  Student attendance is a vital component within teaching and learning, and we want to ensure that we reach all of our students within the classroom. Hence, our push to drive up student attendance.	Overall		94.00	95.00
	Students with IEPs		93.00	94.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  Ensuring students are transitioning out of 8th grade at grade level is a commitment we made as a school within our mission and vision statements. As such, we want to persevere as school to make sure all students are functioning at their appropriate grade level throughout the school.	Overall		55.00	56.00
	Students with IEPs		43.00	44.00
	Overall		57.00	58.00

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 - Reading (Grades 3-8)</p> <p>Student growth within reading on NWEA is vital for long term success within high school, college, and careers. We want all of our students to grow as active readers within the classroom, and demonstrate their knowledge of literary concepts and devices on District assessments. We want to challenge ourselves as a school to ensure that we are providing the quality teaching and learning within literacy across all grade levels, and developing strategies to provide targeted supports to ensure students are growing every year they are with us.</p>	Students with IEPs		35.00	36.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Student growth within mathematics on NWEA is vital for long term success within high school, college, and careers. We want all of our students to grow as active mathematicians within the classroom, and demonstrate their knowledge of mathematical concepts on District assessments. We want to challenge ourselves as a school to ensure that we are providing the quality teaching and learning within mathematics across all grade levels, and developing strategies to provide targeted supports to ensure students are growing every year they are with us.</p>	Overall		48.00	49.00
	Students with IEPs		44.00	45.00
(Blank)				

**Required metrics (Elementary) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b>  As of our 2018-2019 survey, we were designated as well-organized, with strong performances within each of the 5 Essential areas: Ambitious Instruction, Collaborative Teachers, Involved Families, Effective Leaders, Supportive Environment.</p>				99.00	99.00

## 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...	design both formative and summative assessments aligned to planned IB Units/lesson plans, which consists of instructional standards (i.e. CCSS, NGSS, ILS, etc.) and IB Standards & Practices, that embed both high and low level questions which engage students within their capacity to respond critically to a given question inclusive of writing
Then we see...	teachers being more effective in their capacity to implement differentiated approaches towards core instruction based on short term (formative assessment) and long term (summative assessment) student performance data, which will decrease the amount of reteach/retake opportunities for students
which leads to...	a minimum of 60% of our students in grades 3- 8 On Track, a minimum of 60% of our students in grades 3-8 meeting MOY NWEA growth targets, while a minimum of 75% of all 2-8th grade achievement at/above EOY NWEA attainment and K-2nd grade TRC and benchmarks by SY22.
Budget Description	Professional Development regarding classroom assessment design aligned to the District & IB standards and practices and analyzing student performance will be part of our ongoing BOY, MOY, EOY, End of Quarter Professional Development, Weekly Grade Level Teacher Team Meetings and extended day professional development as multiple forms of student performance data are used to inform ongoing instructional practices with regard to small group interventions and varied instructional approaches to meet the evolving needs of students. We will utilize assistance from CPS Department of Assessment, Office of Magnet, Gifted & IB, and Network ISLs.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> <li>(Not started) The Instructional Leadership Team will review and adjust the current Pre- &amp; Post- Assessment Analysis Protocols. The ILT will adjust the protocols to incorporate IB Standards &amp; Practices for assessment.</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(Not started) Professional Development for teachers regarding classroom assessment development incorporating both District and IB expectations. The updated assessment protocol will be utilized during this PD.</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading</p>



	<ul style="list-style-type: none"> <li>(Not started) Monthly/Quarterly District &amp; IB Assessment Training: Assessment Development, Implementation, and Grading</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(Not started) 5th &amp; 10th Week Monitoring of summative assessments during Weekly Grade Level Meetings</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(Not started) Regular monitoring of formative assessments during Weekly Grade Level Meeting.</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading</p>
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**Strategy 2**

If we do...	provide professional development for all teachers on differentiation that scaffolds the CCSS (Literacy & Mathematics), NGSS, and IB with a plan for implementation
Then we see...	teachers will focus instruction on both grade level content and targeted areas of support for all students
which leads to...	an increase in the percentage of 2nd-8th grade students attaining grade level norms by 10%, increase the percent of students with IEPs attaining grade level norms by 5% within NWEA and will have a minimum of 60% of our 3rd - 8th grade students on On-Track by SY22.
Budget Description	Professional Development aligned to CCSS literacy and mathematics content teaching and learning within both core and targeted/small groups. Incorporating technology supports within instructional practices in the classroom that may include, but are not limited to, the use of platforms such as Edgenuity inclusive of interactive lessons and practice activities aligned to student learning continuum path (NWEA). Also, IXL, Learning A-Z, Happy Numbers, and Read 180 are additional digital resources that will be utilized within our PreK-8th instructional program. The following will be our support partners: Teaching & Learning, Gifted, Magnet, & IB, ODLSS (Network DR and SEA), and Network ISLs.
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Design reflection survey around instructional practices within classroom for teachers to complete</li> </ul> <p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Teachers complete BOY Teacher Instructional Practices Reflection Survey</li> </ul>

	<p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Professional Development regarding instructional practices aligned to CCSS, NGSS, IB, and targeted supports for students based on teacher survey results from BOY.</li> </ul>
	<p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Prioritizing instructional time that targets additional individual instruction for students who are struggling with core content as well as items germane to their foundational skills.</li> </ul>
	<p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Identifying individual students? strengths and instructional interventions that can help students continue to progress by gauging the instructional effectiveness of classroom lessons from pre and post conferences with the classroom teachers about their approaches to teaching and learning and student responsiveness to a featured lesson(s) to inform subsequent differentiation, adaptive teaching and reteaching.</li> </ul>
	<p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Refining instructional methods with consideration for the examination of schoolwide data to consider whether and how to adapt the curriculum based on information about students? strengths and weaknesses. This will be done based on goal setting with students and parents at the BOY, analysis of student data performance trends during the school year, and appropriate next steps to address evolving concerns as needed documented by our student-led conferences (Open House and Report Card Pick-Ups).</li> </ul>
	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p>

**Strategy 3**

If we do...	implement supportive and equitable approaches within SEL while integrating these skills within all content areas
Then we see...	students are present, engaged, and taking ownership of their learning within the classroom as well as teachers cultivating a positive learning environment
which leads to...	our KDG - 8th grade attendance rate reaching a minimum of 95%, will have a minimum of 60% of our 3rd - 8th students on On-Track, and a Strong indicator within the 5Essentials category for Supportive Environment by SY22.
Budget Description	Updating our Second Step resources (kits, digital resources, etc.), professional development on Second Step (school-wide), and year round meeting schedule for both MTSS and Attendance Teams. We will utilize our Deans of Students to support the SEL practices within the building, as well as provide targeted interventions within student

	<p>attendance. Also, we will have an attendance clerk help support the attendance practices within our school. We will utilize the following individuals/offices as support partners: OSEL/Network SEL specialist, Attendance &amp; Truancy, and Dabney Behavioral Health Services</p>
<p>Tags</p>	<p>MTSS: Curriculum &amp; Instruction, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSSE: Attendance &amp; Truancy</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) MTSS and Attendance Teams will review the level of implementation of existing practices using the Problem Solving Process, and redefine procedures that will be implemented in the upcoming school year.</p> <p>Tags:MTSS: Problem Solving Process</p> </li> <li> <p>• (Not started) Professional Development for both teachers and staff that will focus on both SEL and attendance practices.</p> <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Attendance &amp; Truancy</p> </li> <li> <p>• (Not started) Through the tenets of the Curriculum Equity Initiative, our professional development will include topics such as developing a culturally responsive curriculum to supplement or serve as a basis for instruction. We will integrate and monitor instructional practices that devote more time to classroom culture and one-on-one instruction as needed based on a student-centered approach that includes MTSS practices, and social-emotional learning opportunities for teachers to share and invite parent and student involvement that promotes family health and wellness as indicated in our IB unit plans, related lesson plans and classroom culture as embedded and seen in the classroom and hallway posters that support MTSS w/emphasis on SEL.</p> <p>Tags:MTSS: Curriculum &amp; Instruction, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> </li> <li> <p>• (Not started) As we expand our schoolwide approaches to teaching and learning with curriculum equity initiatives that embody MTSS, SEL, supportive and equitable discipline practices, we will provide units and lesson that include: social and emotional skills development, spaces that are inclusive of varied learning styles, modalities and affinities, for our students?individually, culturally, and developmentally with restorative practices that strengthen relationships between and among individuals as seen in our units plans, lesson plans and student feedback in our unit reflections and their IB portfolios about their journey as learners. These practices will be inclusive of fostering responsive classrooms, the integration of CHAMPS, the Student's Rights and Responsibility Handbook and proactive redirection measures as defined by our District and school-based MTSS Team to ensure restorative practices that seek to repair relationships that have been fractured, including those damaged through bullying or other inappropriate behavior.</p> </li> </ul>

	<p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Through use of the CPS Dashboard data attendance monitoring system, we will review and monitor daily, weekly, monthly, and quarterly and Investigate trends over time to identify students with irregular/poor attendance and implement strategies such as daily and ongoing phone calls, tracking and communication to parents about our ongoing observations to raise their awareness about the correlations between daily attendance, on-track data and student achievement over time as evidenced by our call logs and tracking systems.</li> </ul> <p>Tags: OSSE: Attendance &amp; Truancy</p>
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# Action Plan

## Strategy 1

The Instructional Leadership Team will review and adjust the current Pre- & Post- Assessment Analysis Protocols. The ILT will adjust the protocols to incorporate IB Standards & Practices for assessment.

Aug 31, 2020 to Jun 17, 2022 - ILT

Professional Development for teachers regarding classroom assessment development incorporating both District and IB expectations. The updated assessment protocol will be utilized during this PD.

Aug 31, 2020 to Jun 17, 2022 - Administration & IB Coordinators

Monthly/Quarterly District & IB Assessment Training: Assessment Development, Implementation, and Grading

Aug 31, 2020 to Jun 17, 2022 - Administration & IB Coordinators

5th & 10th Week Monitoring of summative assessments during Weekly Grade Level Meetings

Aug 31, 2020 to Jun 17, 2022 - Administration & IB Coordinators

Regular monitoring of formative assessments during Weekly Grade Level Meeting.

Aug 31, 2020 to Jun 17, 2022 - Administration & IB Coordinators

## Strategy 2

Prioritizing instructional time that targets additional individual instruction for students who are struggling with core content as well as items germane to their foundational skills.

Aug 31, 2020 to Jun 17, 2022 - ILT Teachers

Identifying individual students' strengths and instructional interventions that can help students continue to progress by gauging the instructional effectiveness of classroom lessons from pre and post conferences with the classroom teachers about their approaches to teaching and learning and student responsiveness to a featured lesson(s) to inform subsequent differentiation, adaptive teaching and reteaching.

Aug 31, 2020 to Jun 17, 2022 - ILT Teachers

Refining instructional methods with consideration for the examination of schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses. This will be done based on goal setting with students and parents at the BOY, analysis of student data performance trends during the school year, and appropriate next steps to address evolving concerns as needed documented by our student-led conferences (Open House and Report Card Pick-Ups).

Aug 31, 2020 to Jun 17, 2022 - ILT Teachers

Design reflection survey around instructional practices within classroom for teachers to complete

Aug 31, 2020 to Jun 17, 2022 - ILT

Professional Development regarding instructional practices aligned to CCSS, NGSS, IB, and targeted supports for students based on teacher survey results from BOY.

Aug 31, 2020 to Jun 17, 2022 - ILT IB Coordinators

Teachers complete BOY Teacher Instructional Practices Reflection Survey

Aug 31, 2020 to Jun 17, 2022 - Teachers

### **Strategy 3**

Through the tenets of the Curriculum Equity Initiative, our professional development will include topics such as developing a culturally responsive curriculum to supplement or serve as a basis for instruction. We will integrate and monitor instructional practices that devote more time to classroom culture and one-on-one instruction as needed based on a student-centered approach that includes MTSS practices, and social-emotional learning opportunities for teachers to share and invite parent and student involvement that promotes family health and wellness as indicated in our IB unit plans, related lesson plans and classroom culture as embedded and seen in the classroom and hallway posters that support MTSS w/emphasis on SEL.

Aug 31, 2020 to Jun 17, 2022 - ILT MTSS Team Classroom Teachers

As we expand our schoolwide approaches to teaching and learning with curriculum equity initiatives that embody MTSS, SEL, supportive and equitable discipline practices, we will provide units and lesson that include: social and emotional skills development, spaces that are inclusive of varied learning styles, modalities and affinities, for our students' individually, culturally, and developmentally with restorative practices that strengthen relationships between and among individuals as seen in our units plans, lesson plans and student feedback in our unit reflections and their IB portfolios about their journey as learners. These practices will be inclusive of fostering responsive classrooms, the integration of CHAMPS, the Student's Rights and Responsibility

Handbook and proactive redirection measures as defined by our District and school-based MTSS Team to ensure restorative practices that seek to repair relationships that have been fractured, including those damaged through bullying or other inappropriate behavior.

Aug 31, 2020 to Jun 17, 2022 - MTSS Team Dean of Students Classroom Teachers

Through use of the CPS Dashboard data attendance monitoring system, we will review and monitor daily, weekly, monthly, and quarterly and Investigate trends over time to identify students with irregular/poor attendance and implement strategies such as daily and ongoing phone calls, tracking and communication to parents about our ongoing observations to raise their awareness about the correlations between daily attendance, on-track data and student achievement over time as evidenced by our call logs and tracking systems.

Aug 31, 2020 to Jun 17, 2022 - Attendance Team Dean of Students Classroom Teachers

MTSS and Attendance Teams will review the level of implementation of existing practices using the Problem Solving Process, and redefine procedures that will be implemented in the upcoming school year.

Aug 31, 2020 to Jun 17, 2022 - Attendance Team MTSS Team

Professional Development for both teachers and staff that will focus on both SEL and attendance practices.

Aug 31, 2020 to Jun 17, 2022 - MTSS Team Attendance Team

## 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.**

During the summer, the Instructional Leadership Team meets to discuss the needs of the school for the upcoming year using all EOY data from the previous year to determine what tools are needed for success into the new school year. The EOY data comes from NWEA, DIBELS/TRC, IAR, IB, and other forms of student assessment administered within the school.

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

We have reformed the way we have provided instructional opportunities for our Diverse Learner population, and they are now blended within the general education setting during most of the instructional periods throughout the school. The Diverse Learner students participate within both whole group and portions of the small group lessons with the other general education students, and the Diverse Learner teacher co-teaches with the General Education Teacher during this period.

**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.**

We utilize the Gradual Release of Responsibility (GRR) model to ensure that the majority of instructional minutes provided to students are focused on their independent practice and less on teacher direct instruction. Within this model, the teacher models (I Do) for a specific amount of time before engaging students within a shared guided practice (We Do). After guided practice, the teacher releases students to complete their independent practice task. While students are completing their independent practice task, the teacher is working with a small group of students in the classroom around an area of need using the same GRR model.

**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).**

Our school counselor provides both mentoring and counseling support services for all students that are in need. The school counselor designs her weekly schedule in alignment with her case management responsibilities around specific students that were identified as needing these services by either the classroom teacher or the parent. Also, we do provide After School supports for all students in need (both academic and social-emotional).

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

We utilize two approaches in attracting educators to our school. One, we use the CPS Careers page in posting positions, and reviewing resumes of those applicants that want to join our team. Second, we listen to any referrals that may come for current educators in the building or retirees that may know of someone that is highly-qualified to teach our children.

**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.**

During the summer, the Instructional Leadership Team develops the upcoming year's professional development plan, and the plan is based on specific needs of the school as a whole. Also, the plan takes into consideration grade level specific needs (i.e. content specific supports), as well as the needs of our educational support personnel (i.e. SECAs, security officers, etc.)

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

We have various ways parents are able to be involved within the school. Within our Local School Council (LSC), we have parents participating as community representatives or parent representatives. Within our Parent Action Committee (PAC), we have several parent leaders engaging parent groups around various topics that include both instructional and social-emotional supports for home. We also have parent volunteers that participate during several field trip outings throughout the year. As an IB school, we do host parent nights that showcase student artifacts created within the classroom, and teacher leaders demonstrating IB practices to the parents throughout the event. Additionally, we have a two parent outreach programs that are part of our school: Network 12 Parent University and VOCEL (Early Childhood Program) both of which provide parent workshops and advocacy programs for parents and family engagement in conjunctions with your PAC, South shore cluster schools and catchment areas throughout the city.

**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.**

Our Preschool teachers work in collaboration with the kindergarten team at the beginning of each new year to plan for the transition of students between Pre-Kindergarten to Kindergarten, and Preschool students begin working more on kindergarten aligned tasks starting in February of each year. The Preschool teachers also bring some of the students over to the Kindergarten classroom around May of each year to help with the transition into their new classrooms for the upcoming school year.

**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.**

All classroom teachers utilize various forms of academic assessment (formative and summative), and use the data from these tasks to determine the needs of the students in alignment with the expectations from the standards (CCSS Literacy, CCSS Math, NGSS, etc.) The teachers review this information both individually and collectively as a grade level during weekly common planning meetings. Teachers are also part of the decision making process to determine the assessment plan for the school each year.

**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.**

We provide targeted supports to students in need of additional instruction via daily small groups during the regular day as well as during after school on Tuesdays and Wednesdays within our Academic After School Program. All classroom teachers monitor student performance daily through instructional tasks (classroom assignments, homework, assessments), and determine the deficiencies a student may have in alignment with the standard (CCSS Literacy, CCSS Math, NGSS, etc.). The teachers tailor their targeted instructional supports based on the gap presented through the student's deficiencies.

**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 currently work with BAM (Becoming A Man) to support our 4th - 8th grade male students regarding preventive measures to ensure positive outcomes while engaging with others during their travels throughout their surroundings. In addition, we participate within a fresh fruit and vegetables program for all PreK-8th students where they receive these items a snack at the end of the day. We also have 3 full day Preschool classrooms that support 20 students within each room.

## **ESSA Targeted Assistance Program**

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### **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.**

Parents are surveyed during the year asking for their input on all aspects of the school including, but limited to, our International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programmes (MYP), social-emotional learning, the multi-tiered system of support, as well as various extension programs and activities. In addition, the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs improvement.

**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**

School administration develops a calendar of bi-monthly meetings for parents in which the PAC meets. Flyers and calendars are sent to parents informing the parents of the meetings. The parent coordinator keeps track of parent attendance, and provides incentives for parents who attend each bi-monthly meeting. The Principal Annual Title 1 meeting is held in September of each given school year, and the PAC Organizational Meeting is held in October of every given school year, then bi-monthly meetings take place following those initial meetings. Information is disseminated to parents about our IB Primary Years and Middle Years Programms, curriculum offerings, MTSS, health and wellness, family and community engagement via flyers, phone call and email.

**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.**

An annual parent meeting is held discussing curriculum and student assessments that reflect CCSS, NGSS, ILS and IB Standards and Practices. This information is also published on the school's website and CPS District links. When our PAC and LSC meetings are held, the principal also provides a State of the School Address that reviews our school SQRP and aggregated student performance data that is used to gauge student growth over time. Equipped with this information, and following discussions regarding data trends, stakeholders are asked to share their feedback, insights, ideas and suggestions to enhance our collective schoolwide approaches to teaching, learning and moving our students forward in their development that is student-centered, considering our MTSS approaches and sustainability with multiple paths to learning, progress monitoring and analysis throughout the school year. A scribe takes notes during these meetings, all feedback is discussed in the meeting and subsequent meetings as ongoing action items as needed to ensure that stakeholder input is appropriately reviewed and integrated into our CIWP enhancements, notes and action items that gauge work in progress with ongoing review throughout the school year during staff professional development, teacher team meetings and subsequent LSC, PAC and PLC meetings that reflect thoughtful consideration of perspectives other than one's own.

**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 parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and any other means needed. Parents are provided with formal reports that explain the State of Illinois Assessment of Readiness (IAR) for students in Grade 3-8. The IAR assesses the New Illinois Learning Standards Incorporating the Common Core and will be administered in English Language Arts and Mathematics. When student performance data is distributed to parents, teachers confer with parents about the information and interpretation of the of it, including areas of strength and challenge that can be addressed in their subsequent learning.

**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.**

Interim progress reports are sent home in the middle of each marking period to inform parents about the academic progress of their children, IB Reporting related to both our Primary and Middle Years Programmes. Additionally, parents have access to the CPS Parent Portal to view students grades, create grade triggers based on parameters they establish and communicate with teachers via email as they desire as yet another mode of communication.

**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.**

Parent meetings are held to discuss curriculum standards, state, and local assessments, District mCLASS and NWEA assessment, as well as IB PYP and MYP reporting. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments as well as IB.

**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.**

Parent meetings, handouts, and workshops are all held to help assist and support parents in our collective work with their children. In our school we have a variety of programs, resources, collaborative educational partnerships and methodologies to share and exchange ideas, approaches and initiatives that keep parent informed and invite them to share their insights about their children. These items include, but are not limited to, IB PYP and MYP Programmes, the South Shore Parent University (located within BOuchet), VOCEL - parent coaching and innovative early learning rooted in language development and social-emotional support, the Southeast PAC/PLN Collaborative (Network 12) workshops with guest speakers who cover a wide range of topics such as Making Stronger Home-School Connections, and Family and Community Engagement (FACE) programs that meet the second Tuesday of every Month. Our shared mission is to cultivate healthy working relationships and empower parents, families, community members and faith leaders through collaboration that support our 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.**

During professional development sessions, all topics include parent involvement and communication. Training is provided to teachers on how to effectively communicate with parents. Parent University is housed at Bouchet and serves as a focal point for FACE. Parents and staff are able to engage in additional professional development together to support student outcomes. Parent University in collaboration with the PAC, often feature teachers from Bouchet as a part of their professional development workshop presentations to facilitate discussions that afford the opportunity to share standards-based practices, action research that directly aligned to the students we serve, inclusive of pedagogical and instructional decision-making that is relevant, timely, age and grade level appropriate, often subject specific, interdisciplinary, transdisciplinary and integrated with MTSS/SEL practices. Additionally as an IB World School, we include IB PYP & MYP Student-Led Conference during Report Card Pick days that are led by the students inclusive goal setting and sharing portfolios that include student work samples reflective of their IB PYP transdisciplinary themes and MYP global contexts.

**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.**

The school administration ensures through monitoring that all programs are cohesive and work to stimulate student achievement and improvement. Our program offerings include items germane to PreSchool through 8th grade with consideration for the continuum of learning. Parental involvement program include, but are not limited to Parent University, the Southeast PAC/PLN Collaborative (Network

12), CPS FACE, collaboration with our educational partnerships such as VOCEL (Early Childhood Program), the RALD Institute - assisting at risk students with learning, social-emotional, and other disabilities by enhancing self-worth while strengthening cognitive and affective domains, and opportunities for parents to meet with teachers and staff to discuss student goal setting (shared in our IB PYP & MYP Student Led Conferences), progress monitoring and ongoing student performance (academic and social-emotional) during Open House, and Student-Led Parent/Teacher/Student conferences that are held throughout the school year.

**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.**

We have a variety of ways to share information with parents that include our school website that is updated monthly or as needed with pertinent information, our school handbook, monthly newsletters inclusive of our IB World School focus and community network, Family Resource Guide, monthly school calendar, Back to School Packet, and weekly reminders as needed. This information dissemination reflects a combination of District, citywide information outlets such as the Chicago Public Library, Chicago Park Districts, Illinois State Board of Education, CPS FACE, the Office of International Baccalaureate (IB) Gifted & Talented Programmes, South Shore Community, and school partnerships that revolve around academics, family engagement and information resources.

### Policy Implementation Activities

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

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

**<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

**<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

### 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.)**

We maintain high expectations for all members of the school community (students, parents, and staff) aligned to District, Network 12 and IB Standards and Practices. As educators, we lay the foundation for college and career readiness. We strongly believe that all students will learn through rigorous and

differentiated classroom instruction. Every child will have an equal opportunity to be educated in a safe and positive environment that promotes a culture and climate for learning that is student-centered.

**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.**

Formal parent-teacher-student led conferences are held the Wednesday after the 1st and 3rd quarter ends. These meetings are inclusive of IB PYP and MYP student goal setting that addressed both the academic and social-emotional needs of all learners. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent. Parents and teachers will be invited to the Annual Title 1 Meeting and State of the School Address, with a follow-up PAC Organizational planning meeting afterwards.

**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 are sent home during the 5th week of each quarter. In addition, teachers call and write parents when there are concerns or questions about student progress, both academic and in terms of their social emotional development. Additionally, IB Reporting that reflects student progress in terms of the acquisition of knowledge, integration of the IB PYP Attitudes and PYP/MYP IB Learner profile as well as the progression of learning related to the PYP transdisciplinary themes and MYP interdisciplinary themes are part of the 1st and 3rd quarter parent-teacher-student led conferences that engage students in self-reflection, leadership skill development and communication about their future-focused learning. Collectively, parents, teachers and students reframe the learning experience and get students invested in their own learning.

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

Staff are accessible to parents everyday before, during and after school by appointment and/or teacher availability. Additionally, parents are invited to events such as our Network 12 Back-To School Event, Open House in October, LSC, PAC, Parent University VOCEL, IB Parent-Teacher-Student Led Conferences at the end of the 1st and 3rd quarter, informal and formal meetings by request on behalf of the school, teacher and parent throughout the school to ensure that communication about student learning, growth and achievement as well as their social-emotional needs are comprehensively addressed and if support services are needed, they are appropriately identified, communicated and followed-up accordingly using our established MTSS protocols.

**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.**

Any parent and community service organization can volunteer within a classroom or throughout the school pending completion and approval of the Chicago Public Schools volunteer application online. Based on approval, all volunteers must meet with the principal who provide an overview of our school-based policies aligned to the Protecting Chicago's Children.

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

Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor both the academic and social progress of their child and IB Reporting throughout

the year. To ensure the most effective efforts in these endeavors, the school provide support for parents that are included in our Family and Community Engagement policy inclusive workshops, programs and FACE offerings.

**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 and various stakeholders are able to participate in decision making through being in the LSC, PAC, and IB Advisory Committee through discussions during parent meetings. In regards to decisions about individual students, parents work with the school administration and other stakeholders to make decisions that best serve the students. Parents may attend scheduled LSC meetings held bi-monthly, as well as the Annual Title 1 Meeting in conjunction with the Principal's Meeting and PAC Organizational Meeting each year to share their insights, ideas and feedback.

**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 are provided with multiple opportunities to raise their voice, agency, authority and identity as important partners in their educational development throughout the given school year and over time. This includes quarterly goal setting with their classroom teachers, monthly, quarterly and yearly incentives for perfect attendance (Movie night, awards, etc.). Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement and demonstration of the IB PYP Attitudes as well as the IB PYP & MYP Learner Profile as an extension of character education, our MTSS and SEL practices and collective approaches to teaching and learning.

**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 assist Bouchet School with increasing school wide attendance, parental involvement and with maintaining the IB certification by participating in IB parent meetings, school events, community involvement and outreach.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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<b>53405</b>	<b>Supplies</b> 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.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
<b>54125</b>	<b>Consultants</b> 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)	\$500.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$700.00
<b>54205</b>	<b>Travel</b> 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.	\$1500.00
<b>54565</b>	<b>Reimbursements</b> 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.	\$16.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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