Benito Juarez Community Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	Ocon, Aquino, Roan, Rantisi, Marquez, Solis, Drew, Trebels, Mendez, Rodriguez	Provide an overview of the CIWP process; Introduce the School Excellence Framework (SEF); Rate the SEF categories
02/05/2020	Ocon, Aquino, Roan, Rantisi, Marquez, Solis, Drew, Trebels, Mendez, Rodriguez, Pickens, Garcia	Identify Areas of Critical Need
02/19/2020		Setting goals
03/04/2020		Conducting root cause analysis
03/18/2020		Selecting priorities from SEF
04/01/2020		Developing a theory of action
04/22/2020		Developing a theory of action (part II)
05/06/2020		Fund compliance and parent and family plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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

- o 3 Employ the skills to effectively manage change
- o 3 Make ?safe practice? an integral part of professional learning
- o 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- o 2 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)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 2 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 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)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)

- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:

- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
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

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	SAT performance: % of students meeting college readiness benchmarks (increase driven by alignment between competency-based education competencies and SAT skills)
Root Cause 1	Abrupt shift from ACT to SAT; incorporation of SAT skill development in curriculum is not part of current planning process
Area of Critical Need 2	Competency-Based Education Curriculum & Assessment practices: - Development of common high-quality CBE curriculum for all students aligned to competencies and SAT skills - Increased alignment between common assessments, competencies and SAT skills - Timely meaningful feedback using scoring guides
Root Cause 2	Teachers choose to do their own thing because they fear being inadequate and fear that their students will not show growth.
Area of Critical Need 3	Competency-Based Education: Freshman on-track rate throughout the school year

Root Cause 3	Teachers often times deliver a message to students that is not consistent. They do this because they overemphasize their personal experience and fail to realize that our students live different circumstances; this attitude also stems from lack of teacher buy-in in certain key elements of our school experience (e.g. advisory). Also, school's overall message lacks specific guidance.
Area of Critical Need 4	Competency-Based Education: Attendance rate - Students arriving to school on time - Students reporting to all classes on time
Root Cause 4	Teachers do not find ways to connect with students consistently, leading to lack of trust between teachers and students. In addition, there is an expectation that this issue is someone else's problem.
Area of Critical Need 5	College enrollment (increase in college enrollment driven by our competency-based education approach)
Root Cause 5	Adult beliefs about students' post-secondary potential coupled with bias and misinformation about post-secondary knowledge contribute to students enrolling in undermatch schools or no school/continued education at all.

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: College Readiness SAT We chose this metric because it directly aligns with our area of critical need #1 and is related to area of critical need #2	Overall		20.00	25.00
Vision: College Readiness PSAT We chose this metric because it directly aligns with our area of critical need #1 and is related to area of critical need #2	Students with IEPs		10.00	20.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Freshman On-Track We chose this metric because it directly aligns with our area of critical need #3	Latino (Male)		93.50	95.00
	African American Male		80.00	95.00
Vision: Attendance Rate We chose this metric because it directly aligns with our area of critical need #4	Latinx		87.00	90.00
	Students with IEPs		85.00	90.00
Vision: College Enrollment We chose this metric because it directly aligns with our area of critical need #5	Male		65.00	70.00
	Students with IEPs		49.00	54.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Continue to be well-organized; green or dark green in all categories				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we deliver PD to all teachers on the SAT to increase their knowledge of the test and, specifically, to help them incorporate SAT skills into the curriculum (aligned to competencies)...
Then we see...	Then teachers will incorporate the development of SAT skills in their unit plans and teach units that explicitly help students develop SAT skills...

which leads to...	Which will increase the percentage of students meeting college readiness benchmarks on both SAT and PSAT.
Budget Description	*Budget $10,000 to purchase a program or purchase an in-person PD session; *Budget $60,000 for teacher extended day (training after school); *Equipment: Budget $120,000 for 450 chromebooks
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
Action steps	• (Not started) Deliver SAT PD for all teachers (increase knowledge on each section of the test; understand distinction between score bands; understand the skills insight resource) Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Workshop on alignment between SAT skills and CBE competencies (provide time for departments to map SAT skills to competencies and incorporate SAT skills in unit plans) Tags:CIDL: Curriculum • (Not started) PD on digital resources related to SAT (how to meaningfully use Khan Academy) Tags:CIDL: Digital Learning • (Not started) Provide a Chromebook for every student 9-12 (achieve one-to-one status) Tags:Budget & Grants

Strategy 2

If we do...	If we deliver PD to all teachers on the value of a common curriculum and how to develop effective assessments to measure student growth in the competencies...
Then we see...	Then teachers will collaborate to create meaningful and rigorous assessments that provide a consistent experience for all students and will aid teachers in measuring student growth...
which leads to...	Which will allow teachers to gauge thier impact, provide more meaningful feedback, and contribute to increasing the percentage of students meeting college readiness benchmarks on both SAT and PSAT.
Budget Description	*Budget $60,000 for teacher extended day (training after school); *Budget $120,000 for 450 chromebooks
Tags	Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, CIDL: Curriculum

Action steps	• (Not started) Detracking: PD on high-quality common curriculum as an equity strategy (address personal beliefs, meaningful collaboration, importance of a consistent student experience) Tags:CIDL: Curriculum • (Not started) PD/Workshop on developing effective assessments to measure student growth in the competencies Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Detracking: PD on effective differentiation to teach heterogeneous groups (in-class support for every student; accessing resources like Newsela) Tags:CBE: Supports, Interventions, or Extensions • (Not started) Provide a Chromebook for every student 9-12 (achieve one-to-one status) Tags:Budget & Grants • (Not started) Update unit planner to reflect new expectations Tags:

Strategy 3

If we do...	If we enhance our peer mentoring program and adopt specific school-wide practices and strategies to cultivate our students? developmental competencies (SEL/executive functioning) in advisory and core classes...
Then we see...	Then freshmen students will be equipped with the skills necessary to succeed in every class
which leads to...	Which will increase the freshman on-track rate throughout the school year.
Budget Description	*Budget $60,000 for teacher extended day (training after school); *Budget $30,000 for ESPs to help carry out after-school programs (extended day); *Budget $90,000 for summer CBE (teachers); *Budget $10,000 for summer security; *Budget $10,000 for summer ESPs; *Budget $120,000 for 450 chromebooks
Tags	CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring

Action steps	• (Not started) Develop/enhance peer mentoring program Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring • (Not started) Establish specific school-wide practices and strategies to cultivate our students? developmental competencies Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions • (Not started) Create grade-level meetings to focus on strengthening connection between advisory and core classes (for example, Freshman On Track) Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions • (Not started) Detracking: Establish student supports outside of the classroom (for example: after school tutoring, summer CBE for recovery and acceleration) Tags:CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring • (Not started) Provide a Chromebook for every student 9-12 (achieve one-to-one status) Tags:Budget & Grants • (Not started) Training for SEL integration group to help integrate developmental competencies to advisory and core courses Tags:Budget & Grants

Strategy 4

If we do...	If we invest in building developmental relationships by establishing a system to help teachers regularly connect with students and allowing students to provide feedback on their classroom and school experience..
Then we see...	Then trust and communication between teachers and students will improve...
which leads to...	Which will improve overall attendance.
Budget Description	*Budget $10,00 for PD connected to Developmental Relationships framework; *Budget $15,000 for attendance incentives; *Budget $120,000 for 450 chromebooks
Tags	CBE: SEL Integration, CBE: Supports, Interventions, or Extensions
Action steps	• (Not started) PD on Developmental Relationships Framework

	Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions
	• (Not started) Training for SEL integration group
	Tags:CBE: SEL Integration
	• (Not started) Establish school-wide systems related to connecting with students (re-implement a system like Verify/Logger, perhaps Aspen Journal)
	Tags:CBE: SEL Integration
	• (Not started) Implement school-wide attendance incentives from the beginning of school year
	Tags:CBE: SEL Integration

Strategy 5

If we do...	If we deliver PD that clarifies misconceptions about post-secondary planning and challenge beliefs about students? post-secondary potential...
Then we see...	Then we will prevent adults from spreading misinformation based on personal bias...
which leads to...	Which will increase students? enrollment in match schools.
Budget Description	*Budget $10,000 for PD; *Budget $150,000 to establish Remote Learning for seniors (includes a RL lab)
Tags	OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning
Action steps	• (Not started) PD on post-secondary pathways (clarify misconceptions about post-secondary planning and challenge beliefs about students? post-secondary potential) Tags:OSCPA: Postsecondary Pathway Advising & Planning • (Not started) Remote Learning for Seniors: option given to seniors to take some online classes (create RL lab, provide training for teachers; establish RL coordinator; purchase ebooks and other resources) Tags:CIDL: Digital Learning • (Not started) Create post-sec script/FAQ?s: Question, answer, rationale Tags:

	• (Not started) Strengthen alumni network and leverage male grads in particular Tags: • (Not started) Develop pre-alumni network (get commitments from outgoing seniors to return to share their experience) Tags:

Action Plan

Strategy 1

Deliver SAT PD for all teachers (increase knowledge on each section of the test; understand distinction between score bands; understand the skills insight resource)

Aug 30, 2020 to Dec 18, 2020 - SLT

Workshop on alignment between SAT skills and CBE competencies (provide time for departments to map SAT skills to competencies and incorporate SAT skills in unit plans)

Aug 30, 2020 to Dec 18, 2020 - SLT/IST

PD on digital resources related to SAT (how to meaningfully use Khan Academy)

Aug 30, 2020 to Dec 18, 2020 - SLT/IST

Provide a Chromebook for every student 9-12 (achieve one-to-one status)

Jul 01, 2020 to Aug 30, 2020 - SLT

Strategy 2

Detracking: PD on high-quality common curriculum as an equity strategy (address personal beliefs, meaningful collaboration, importance of a consistent student experience)

Aug 30, 2020 to Jun 18, 2021 - SLT/IST

PD/Workshop on developing effective assessments to measure student growth in the competencies

Aug 30, 2020 to Jun 18, 2021 - SLT/IST

Detracking: PD on effective differentiation to teach heterogeneous groups (in-class support for every student; accessing resources like Newsela)

Aug 30, 2020 to Jun 18, 2021 - IST/Inclusion Support Team

Provide a Chromebook for every student 9-12 (achieve one-to-one status)

Jul 01, 2020 to Aug 30, 2020 - SLT

Update unit planner to reflect new expectations

Jul 01, 2020 to Aug 21, 2020 - SLT/IST

Strategy 3

Develop/enhance peer mentoring program

Aug 30, 2020 to Jun 18, 2021 - SLT/Peer Mentoring Team/Counseling

Establish specific school-wide practices and strategies to cultivate our students? developmental competencies

Aug 30, 2020 to Jun 18, 2021 - SLT/SEL Integration Team

Create grade-level meetings to focus on strengthening connection between advisory and core classes (for example, Freshman On Track)

Aug 30, 2020 to Dec 18, 2020 - SLT

Detracking: Establish student supports outside of the classroom (for example: after school tutoring, summer CBE for recovery and acceleration)

Aug 30, 2020 to Jun 18, 2021 - SLT/IST

Provide a Chromebook for every student 9-12 (achieve one-to-one status)

Jul 01, 2020 to Aug 30, 2020 - SLT

Training for SEL integration group to help integrate developmental competencies to advisory and core courses

Aug 30, 2020 to Jun 18, 2021 - SEL

Strategy 4

PD on Developmental Relationships Framework

Aug 30, 2020 to Jun 18, 2021 - SLT/IST

Training for SEL integration group

Aug 30, 2020 to Jun 18, 2021 - SLT

Establish school-wide systems related to connecting with students (re-implement a system like Verify/Logger, perhaps Aspen Journal)

Jul 01, 2020 to Dec 18, 2020 - SLT/IST/SEL Integration Team

Implement school-wide attendance incentives from the beginning of school year

Jul 01, 2020 to Jun 18, 2021 - SRC/SEL Integration Team

Strategy 5

PD on post-secondary pathways (clarify misconceptions about post-secondary planning and challenge beliefs about students? post-secondary potential)

Aug 30, 2020 to Jun 18, 2021 - Post-Secondary Team

Remote Learning for Seniors: option given to seniors to take some online classes (create RL lab, provide training for teachers; establish RL coordinator; purchase ebooks and other resources)

Jul 01, 2020 to Dec 18, 2020 - SLT/Post-Secondary Team

Create post-sec script/FAQ?s: Question, answer, rationale

Aug 24, 2020 to Dec 18, 2020 - Post-Sec Team

Strengthen alumni network and leverage male grads in particular

Aug 24, 2020 to Dec 18, 2020 - Post-Sec Team

Develop pre-alumni network (get commitments from outgoing seniors to return to share their experience)

Aug 24, 2020 to Dec 18, 2020 - Post-Sec 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.

P/SAT testing is conducted every year. In addition to the state tests, we also conduct: the Seal of Biliteracy, ACCESS, Dual Credit/Enrollment testing, AP, Formative and summative assessments

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

Student achievement on performance indicators (strands) is divided into eight achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The level descriptors for each band describe a range of student performance in all performance indicators of a competency.

Determining Achievement Levels
Throughout a period of learning, teachers must make judgments on their students? performance on each subject group competency/performance indicator. To determine these achievement levels, teachers must gather sufficient evidence of student performance from a range of learning experiences and assessments.
Determining a Course Grade
All scores that have been recorded for each performance indicator are used to determine an overall score for each competency.
To determine a course grade, a performance indicator that only contains M scores will be assigned a value of 0.
The sum of the four overall competency scores is then used to determine an overall course grade using the boundary guidelines

Students have multiple opportunities to demonstrate proficiency of academic and developmental competencies
Year-long courses
Extended learning opportunities until Mid-August

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.

Students have multiple opportunities to demonstrate proficiency of academic and developmental competencies
Year-long courses
Extended learning opportunities until Mid-August

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 is a competency based education school that implements an innovative approach to assessments based on competencies. CBE requires systems of support for students and adults. These include:
a. Advisory b. Enrichment c. Block schedule d. A freshmen support team e. One to one technology f. Mentoring g. After school tutoring h. Post-secondary support team i. Counseling suite, a school resource center.

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

Posting of vacancies in all CPS outlets, outreach to local and partner universities and agencies. Our process is as follows:
a. Review resumes
b. Phone screenings
c. Reference checks
d. Lesson/unit submission
e. group interview with teachers and students
f. Model lesson
g. One on One interview with principal

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.

Our PD is developed by our expert teachers in the instructional support team in collaboration with administration and our partners at the Network for College Success. We pull research from the consortium on school research, competency works, the great schools partnership, Casel, among others.

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

We have parent university. Under the umbrella of parent University we offer:
1. An open door policy for parents
2. Cafe con el director
3. ESL classes for parents
4. GED classes for parents
5. Parenting skills workshops
6. Parent patrol opportunities
7. Parent shadow
8. Arts and crafts

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

NA

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

The instructional support team, in collaboration with the leadership team, decides on formative and summative exams aligned to the competencies. The IST/ILT team leads department and course team PD on formative and summative assessments.

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.

Our assessment approach provides timely data on student performance on Jumprope. This data is then used to develop support for students who are off track. Support for students who are struggling is available via:
1. Advisory
2. Core classes
3. Counseling
4. Enrichment
5. After school activities

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.

In collaboration with the ESSA council, we will continue our partnership with agencies that provide valuable services for our students and parents:
a. BAM
b. WOW
c. Peer Health
d. Buildon
e. Park District
f. YMCA
g. Boys and Girls club
h. youth Guidance
i. Alivio
j. Pilsen Neighbors
k. Pilsen Health and Wellness,
l. City colleges of Chicago
m. Chicago build
n. IBEW

We will continue working on building partnerships through our coordinator, Rita Cardenas. We are excited at the possibility of bringing in Mujeres Latinas en Accion, Resurrection Project, the 25th ward.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

The mission of Benito Juarez Community Academy, a premier neighborhood school, is to establish a dynamic family of lifelong learners who strive to think
critically, progressively, and globally while engaged in the pursuit of personal and professional growth. Juarez is a competency based learning school. Our
aim is to collaborate to create equitable, individualized, and meaningful learning experiences for all students that lead to readiness for college, careers, and
civic life. In this work, we make parents full partners; we involve the parents in the design, development and implementation of the parental plan and policy.
Through our PARENT University, parents are made full partners in all school efforts. Parent UNiversity oversees the LSC, NCLB, Parent patrol, parenting
classes, volunteers, cafe con el director. We have also started a Parent Team that is helping us move our Competency Based Learning Work forward. We have a dedicated parent program coordinator whose responsibility is to engage parents in the school at all levels. We count on meaningful partners with our feeder schools and with our CBOs to bring resources to our parents.

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

The annual meeting is held at the beginning of the school year. An agenda is developed, posted, and communicated to all parents. At the meeting, we
establish the officers and set the meeting calendar for the year. Our Annual Principal Meeting and our Organizational Meeting will be held at the end of September,
2020. This year we have incorporated REMIND as new system of communication with parents. Via Remind, parents are informed of all meetings and of all
opportunities to participate in school functions. We also have a website and a marquee. All meetings will be posted on our website and on our marquee.

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.

Parents meet once a month with the principal in Cafe con el Director to discuss policy. The Parent CBL also meets with the principal monthly to discuss our
Competency bade learning system and to provide feedback. Parents have access to our space and calendar and are able to organize meetings. Through
Parent University, parents are informed regularly of our academic program. Information is disseminated in Spanish to meet the needs of the population.
Parents have the opportunity to participate fully in the education of their children through the NCLB, LSC, Cafe con el Director, one on one meetings with the
principal.

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.

In our new CBL system, we now have a new approach to assessment. This approach is captured in JumpRope. We hold parent teacher conference twice a
year that are scheduled well in advanced and clearly communicated. Parents also receive a progress report every five weeks in English and Spanish. Parents and students also
have access to academic and social emotional progress through JumpRope, parent and student portal and REMIND.

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.

Letters, in the appropriate language, are emailed home as the situation arises.

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.

In our new CBE system, we now have a Parent program coordinator who is responsible for informing parents of our new approach to assessment. This
approach is captured in JumpRope. We hold parent teacher conference twice a year that are scheduled well in advanced and clearly communicated. Parents
also receive a progress report every five weeks. Parents and students also have access to academic and social emotional progress through JumpRope,
parent and student portal and REMIND. There will be reports at the ESSA meetings, LSC, BAC meetings on student performance data.

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.

In our new CBL system, parents have a Parent University Resource Room complete with computers, materials and resources to assist parents with literacy
and technology needs. We also have ESL and computer classes for parents.

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.

As a school community, we are now using REMIND to communicate with students, parents and community. Remind helps parents and teachers communicate
in the language of their choice. Our CBL parent group is also presenting the different components of CBL to parents and teacher groups.

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

NA

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

REMIND will be used to communicate and inform parents of all policy changes and events. All information is distributed in English and Spanish. We also have
a marquee that is used to inform the community of all important events

Policy Implementation Activities

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

[X] **<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>**

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

[X] **<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)

NA

School-Parent Compact (Complete)

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

The mission of Benito Juarez Community Academy, a premier neighborhood school, is to establish a dynamic family of lifelong learners who strive to think
critically, progressively, and globally while engaged in the pursuit of personal and professional growth. This will be accomplished through our competency
based learning system, which focuses on proficiency of academic skills and developmental competencies.

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.

CBL demands that we provide parents timely feedback on student performance in academic and developmental competencies. We hold parent teacher
conference twice a year that are scheduled well in advanced and clearly communicated. We also inform parents of progress every weeks using Jumprope
and Remind.

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

CBL demands timely feedback to parents and students. Student information is available live via Parent and student Portal, Jumprope and REMIND. We hold
regular trainings on Parent Portal and JumpRope. Furthermore, we mail progress reports home every five weeks.

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

Staff are always available via email, through parent conferences and through REMIND. They are available for parent conferences during their prep periods
and before and after school. Parents are never turned away at Juarez.

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.

CBL creates opportunities for parents to participate in the academic program through parent shadow. We also invite parents into the building to volunteer
through our parent patrol, cafe con el director, field trips and Parent University events. .

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

Parents will receive training on all components of CBL: Block schedule, enrichment, advisory, academic and developmental competencies, Jumprope,
Enrichingstudents.org, and REMIND. Through our efforts to educate and inform parents, we encourage them and provide information for them so they can
work with their students at home.

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 are informed and involved in the education decisions for their children. We have parent meetings around our CBL system, career academies, AP
program, dual enrollment program, and other programs as needed.

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).

CBL demands that students take ownership of their academic performance. Student CBL groups creates learning opportunities for students in all
components of CBL. Students are empowered to improve their attendance and achievement by creating contracts and action plans with teachers and
support staff.

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.

Parents meet once a month with the principal in Cafe con el Director to discuss policy. The Parent CBL also meets with the principal monthly to discuss our
Competency bade learning system and to provide feedback. Parents have access to our space and calendar and are able to organize meetings. Through
Parent University, parents are informed regularly of our academic program. Information is disseminated in Spanish to meet the needs of the population.
Parents have the opportunity to participate fully in the education of their children through the NCLB, LSC, Cafe con el Director, one on one meetings with the
principal.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also	$5000.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$5000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$238.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$1000.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00