

William J Bogan High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Margaret Loranger	AP	mmloranger@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/27/2020	LSC, Community Member	Determine CIWP Team, Process for SEF, Identify how LSC and members will participate in planning
01/28/2020	ILT (Teachers, Counselors, Administration)	CIWP Participation, SEF Process/Completion, Root Analysis Focus and Meeting Date

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
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards

- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 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:**
- 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
 - 2 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
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 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)
- 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)
- 3 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)
- 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)
- 2 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)

- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 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:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 4 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)
 - 2 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
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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:**

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	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Percentile growth on SAT Suite
Root Cause 1	Inconsistent instruction practices impact student growth
Area of Critical Need 2	Percentile growth on SAT Suite for Males, esp. African-American males

Root Cause 2	Staff needs support with instructional capacity, specifically related to individual and group planning, providing student classroom leadership opportunities, and activities that foster genuine, facilitated (not guided) collaboration.
Area of Critical Need 3	Need for higher levels of engagement and voice from students and parents
Root Cause 3	Student and parent voice/engagement have limited opportunities to participate as community members in school and classroom events and learning.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Early College & Career Credential</p> <p>Our school vision is Bogan Today, College Tomorrow. We recognized that supporting students in accessing post-secondary opportunities in high school is important for them achieving success after high school graduation. These opportunities also allow students access to employment opportunities - this is especially important for our African American males who also are not choosing to attend college. We hope by focusing on this that we help students have more solid post-secondary plan.</p>	Overall		47.00	50.00
	African American Male		35.00	40.00
<p>SQRP: SAT Cohort Growth Percentile</p> <p>We want to look at academic growth because this is the one area that we need to show improvement in. We are aware that small groups of students are impacting our overall average and thus our percentile rank.</p>	Overall		20.00	25.00
	African American		20.00	25.00
<p>SQRP: SAT Annual Growth Percentile-Reading</p> <p>We want to look at academic growth because this is the one area that we need to show improvement in. We are aware that small groups of students are impacting our overall average and thus our percentile rank. Our 10th grade rank has been as high as 90%ile, so we know that we can achieve higher in this area.</p>	Overall		30.00	40.00

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: PSAT10 Annual Growth Percentile-Math</p> <p>We want to look at academic growth because this is the one area that we need to show improvement in. We are aware that small groups of students are impacting our overall average and thus our percentile rank. Our 11th grade percentile is at 62nd percentile, so this percentile is off what we know we can achieve.</p>	Overall		40.00	50.00
	Male		22.00	28.00
<p>SQRP: PSAT 9 Annual Growth Percentile</p> <p>We want to look at academic growth because this is the one area that we need to show improvement in. We are aware that small groups of students are impacting our overall average and thus our percentile rank.</p>	Overall		10.00	15.00
	Male		8.00	12.00

Required metrics (Highschool) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey</p> <p>We want to regain our momentum. We were Highly organized in 18-19, but we have experienced some changes at the school. We are looking to move into the finishing phases of some of our key strategies. We are focused on increasing staff and administrator trust as well as Supportive Students.</p>					

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 coordinate cross-curricular projects and thematic units
Then we see...	more consistent instructional practices connecting subject related content across disciplines
which leads to...	higher student engagement and academic growth (REACH Domain 2 and Domain 3; SQRP - Academic Growth (National Percentile).
Budget Description	Summer planning funds (IL-Empower), common planning periods, extended day, stipends/overtime indicators (if possible), common materials
Tags	Curriculum, Instruction, MGIB: IB, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Completed) Departments and Course teams organize units using the Bogan Units document. Tags: • (On-Track) Grade Levels map out ATLs for Fall 2020 using Bogan ATL Progression Chart. Tags: • (Behind) Grade levels pick a theme or cross disciplinary focus for each semester based on reviewing Bogan Units or Course Teams partner with a different content area to teach a interdisciplinary unit using the Bogan Interdisciplinary Unit Planner. Tags: • (Not started) Grade level teams will do a quarterly review of interdisciplinary units and ATL progression identifying weaknesses and strengths of units and student performance on ATLs. Tags: • (On-Track) Departments continue to create playlists and rubrics in Fall of 2020 Tags:

Strategy 2

If we do...	automation of student assessment data (Checkpoint)
Then we see...	teachers being able to focus on instruction plan development and high quality instruction strategies for individuals and groups of students

which leads to...	an increase in student classroom leadership, genuine, facilitated classroom collaboration, and student growth (REACH Domain 3 , 5 Essentials - Instruction, SQRP - Student Growth measures).
Budget Description	Checkpoint
Tags	Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System
Action steps	<ul style="list-style-type: none"> • (On-Track) Provide teacher professional development on Checkpoint Assessment System. Tags: • (Completed) ILT reviews grading policy and criterion rubrics for distribution each summer Tags: • (On-Track) Department teams participate in quarterly calibrations with Criteria rubrics and student work samples, looking at least once a semester on the rubric grading and student work of African-American and Hispanic males. Tags: • (On-Track) Grade levels (including counselors) will review disaggregated data for males during on-track meetings, identifying benchmarks for students to reach A,B, or C grade levels and attendance. Tags: • (Behind) Science department will receive monthly coaching around continuous use of Criterion rubrics in classroom practice. Scores will be collected in Checkpoint and used for data protocols. Tags: • (Not started) Social Science department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice. Tags: • (Not started) English department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice.

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Math department will receive monthly coaching on using Criterion rubrics in classroom practice. Scores will be collected in Checkpoint and used for data protocols. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Science department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice. <p>Tags:</p> <ul style="list-style-type: none"> (On-Track) Math department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Individual assessment PD plans will be developed for enrichment course teachers. <p>Tags:</p>
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Strategy 3

If we do...	create a sustained peer collaborative teacher development program focused on mentoring and demonstration classrooms
Then we see...	increased instructional capacity
which leads to...	improved student learning outcomes
Budget Description	Summer planning funds (IL-Empower), common planning periods, extended day, stipends/overtime indicators (if possible), common materials
Tags	Instruction, Teacher Leader Development & Innovation: New Teachers, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (On-Track) Teachers apply to be a mentoring and/or demonstration teacher for the 2021 school year <p>Tags:</p>

	<ul style="list-style-type: none"> • (Cancelled) Mentoring/ demonstration teachers would collaborate with Administration during the 2020 summer to develop training materials, protocols, and outcome goals for the program. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Demonstration lessons would be scheduled for the school year and aligned with Personalized Learning and IB instructional practices. All teachers and teams will be given the opportunity to visit and work with demonstration teachers and implement demonstration lessons themselves. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Administration will pair mentor teachers with new and developing teachers based on need and aligned with REACH components and Tru Dimensions Framework for Teaching. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Mentor pairs would meet weekly first semester and then switch to every other week second semester or as needed. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Mentor Teachers will create and submit monthly progress report for administration on services delivered, goals, and outcomes. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Demonstration Lessons will be debriefed by teacher teams following observations and individual teachers will provide evidence of strategy integration within their instruction. <p>Tags:</p>
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Strategy 4

If we do...	Provide opportunities for student leadership, instructional input, and development of school culture (shared mission and values)
Then we see...	students as leaders of change in the school
which leads to...	shared ownership, accountability for student success outcomes (SQRP), and increased feelings of support (5 Essentials).
Budget Description	

Tags	SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice, SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Confirm teacher sponsors for student government (SVC), College Ambassadors, National Honor Society, Social Justice club, and Peace Keepers Tags: • (Not started) Teacher sponsors recruit club members and organize student government elections. Tags: • (Not started) Teacher sponsors and student organization members develop charters and action plans for 2021 school year Tags: • (Not started) Student organizations meet monthly Tags: • (Not started) Convene focus groups with males and African American males to identify their needs related to the classroom and post-secondary transition plans Tags: • (Not started) Convene with male student representatives and ILT to create a support plan and sessions with male focus group Tags: • (Not started) Provide counseling support group for males targeting - struggling students, higher performers related to study skills and academic identity Tags: • (On-Track) ILT and SEL team will read Circle Forward and develop teacher professional development to implement restorative chats and circles as part of classroom instruction Tags: • (Not started) SEL: Implement Circle Forward PD during 1st week PD for all staff members and monthly at grade level meetings, with support PD available on Thursdays Tags:

Strategy 5

If we do...	Engage parents and the larger community by offering high interest workshops & classes
Then we see...	Bogan High School serving as a community hub
which leads to...	increased family and community involvement (5 Essentials).
Budget Description	
Tags	Family & Community Engagement, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Create an Outreach Committee comprised on teachers, staff, parents, students, and community members (IB Steering Committee and partner with PAC) to identify high interest topics, presenters, and develop a calendar of events that they will support throughout the year. Tags: (Not started) Create a monthly calendar of events sponsored by each department (at least once) that connects parents to student work/performance and IB Global Contexts and/or Counseling/SEL and include at least 2 events that support male students. Tags: (Not started) Implement calendar of events Tags:

Action Plan

Strategy 1

Completed Jun 19, 2020

Departments and Course teams organize units using the Bogan Units document.

Jun 01, 2020 to Aug 28, 2020 - Department Chairs

On-Track Nov 06, 2020

Grade Levels map out ATLs for Fall 2020 using Bogan ATL Progression Chart.

Jun 01, 2020 to Aug 28, 2020 - IB Coordinator

Behind Nov 06, 2020

Grade levels pick a theme or cross disciplinary focus for each semester based on reviewing Bogan Units or Course Teams partner with a different content area to teach a interdisciplinary unit using the Bogan Interdisciplinary Unit Planner.

Jun 01, 2020 to Jun 01, 2020 - Grade Level Leads

Grade level teams will do a quarterly review of interdisciplinary units and ATL progression identifying weaknesses and strengths of units and student performance on ATLs.

Nov 06, 2020 to Jun 30, 2022 - IB Coordinator and Grade Level Leads

On-Track Jul 13, 2020

Departments continue to create playlists and rubrics in Fall of 2020

Aug 24, 2020 to May 13, 2022 - Department Chairs

Strategy 2

On-Track Jun 11, 2020

Provide teacher professional development on Checkpoint Assessment System.

Aug 24, 2020 to Dec 18, 2020 - Administrators

Completed Nov 06, 2020

ILT reviews grading policy and criterion rubrics for distribution each summer

Aug 03, 2020 to Aug 14, 2020 - Administrator

On-Track Nov 06, 2020

Department teams participate in quarterly calibrations with Criteria rubrics and student work samples, looking at least once a semester on the rubric grading and student work of African-American and Hispanic males.

Nov 06, 2020 to Jun 17, 2022 - Department Chairs

On-Track Nov 06, 2020

Grade levels (including counselors) will review disaggregated data for males during on-track meetings, identifying benchmarks for students to reach A,B, or C grade levels and attendance.

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Behind Nov 06, 2020

Science department will receive monthly coaching around continuous use of Criterion rubrics in classroom practice. Scores will be collected in Checkpoint and used for data protocols.

Aug 23, 2020 to May 21, 2021 - Science Administrator and Department Chair

Social Science department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice.

Aug 23, 2020 to May 21, 2021 - Social Science Administrator and Department Chair

English department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice.

Aug 23, 2020 to May 21, 2021 - English Administrator and Department Chair

Math department will receive monthly coaching on using Criterion rubrics in classroom practice. Scores will be collected in Checkpoint and used for data protocols.

Aug 23, 2020 to May 21, 2021 - Math Administrator and Math Department Chair

Science department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice.

Aug 23, 2021 to May 20, 2022 - Science Administrator and Department Chair

On-Track Nov 06, 2020

Math department will receive monthly coaching on developing aligned, SAT style questions for assessment use in Checkpoint. Individual teachers may receive additional monthly coaching around continuous use of Criterion rubrics in classroom practice.

Aug 23, 2021 to May 20, 2022 - Math Administrator and Department Chair

Individual assessment PD plans will be developed for enrichment course teachers.

Aug 24, 2020 to May 21, 2021 - Enrichment Administrator and Chairs

Strategy 3

On-Track Nov 06, 2020

Teachers apply to be a mentoring and/or demonstration teacher for the 2021 school year

Jun 01, 2020 to Jun 19, 2020 - Admin

Cancelled Nov 06, 2020

Mentoring/ demonstration teachers would collaborate with Administration during the 2020 summer to develop training materials, protocols, and outcome goals for the program.

Jun 22, 2020 to Aug 28, 2020 - Admin; ILT

Demonstration lessons would be scheduled for the school year and aligned with Personalized Learning and IB instructional practices. All teachers and teams will be given the opportunity to visit and work with demonstration teachers and implement demonstration lessons themselves.

Aug 03, 2020 to Aug 28, 2020 - ILT; Teacher Leaders

Administration will pair mentor teachers with new and developing teachers based on need and aligned with REACH components and Tru Dimensions Framework for Teaching.

Aug 31, 2020 to Sep 18, 2020 - Admin

Mentor pairs would meet weekly first semester and then switch to every other week second semester or as needed.

Sep 07, 2020 to Jun 18, 2021 - Lead Teachers

Mentor Teachers will create and submit monthly progress report for administration on services delivered, goals, and outcomes.

Aug 31, 2020 to Oct 02, 2020 - Lead Teachers

Demonstration Lessons will be debriefed by teacher teams following observations and individual teachers will provide evidence of strategy integration within their instruction.

Sep 21, 2020 to Apr 30, 2021 - Lead Teachers; Teacher Teams

Strategy 4

Confirm teacher sponsors for student government (SVC), College Ambassadors, National Honor Society, Social Justice club, and Peace Keepers

Jun 01, 2020 to Jul 03, 2020 - Admin; ILT

Teacher sponsors recruit club members and organize student government elections.

Sep 07, 2020 to Oct 09, 2020 - Teacher Sponsors

Teacher sponsors and student organization members develop charters and action plans for 2021 school year

Oct 12, 2020 to Nov 13, 2020 - Student organization members, Teacher Sponsors

Student organizations meet monthly

Nov 16, 2020 to Jun 18, 2021 - Student organization members, Teacher Sponsors

Convene focus groups with males and African American males to identify their needs related to the classroom and post-secondary transition plans

Sep 21, 2020 to Oct 16, 2020 - Student Engagement Coordinator

Convene with male student representatives and ILT to create a support plan and sessions with male focus group

Oct 19, 2020 to Nov 13, 2020 - Principal

Provide counseling support group for males targeting - struggling students, higher performers related to study skills and academic identity

Oct 19, 2020 to Jun 04, 2021 - Counselor

On-Track Jul 13, 2020

ILT and SEL team will read Circle Forward and develop teacher professional development to implement restorative chats and circles as part of classroom instruction

Jun 14, 2020 to Aug 07, 2020 - Principal

SEL: Implement Circle Forward PD during 1st week PD for all staff members and monthly at grade level meetings, with support PD available on Thursdays

Aug 24, 2020 to May 28, 2021 - Grade Level Leads

Strategy 5

Create an Outreach Committee comprised on teachers, staff, parents, students, and community members (IB Steering Committee and partner with PAC) to identify high interest topics, presenters, and develop a calendar of events that they will support throughout the year.

Aug 03, 2020 to Aug 31, 2020 - Admin; ILT

Create a monthly calendar of events sponsored by each department (at least once) that connects parents to student work/performance and IB Global Contexts and/or Counseling/SEL and include at least 2 events that support male students.

Aug 03, 2020 to Aug 07, 2020 - Admin; ILT

Implement calendar of events

Oct 01, 2020 to Jun 01, 2022 - Grade Level Leads; Department Chairs

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.

There are schoolwide structures in place for the review of achievement data. Summary data is reviewed at the end of the school year for achievement tests, and a state of the school address is provided twice a year. Additionally, teacher teams convene throughout the year to review grade and mastery performance data, attendance, and discipline data.

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

The school has focused on the implementation of the IB curriculum and instruction frameworks; this is paired with data meetings for teachers to track their impact on student learning. The focus is on using the Illinois standards and the IB criteria to identify student levels of performance.

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

The school uses frameworks and strategies from IB and LEAP to implement research based approaches to learning (learning strategies) and personalized learning. These strategies focus on improving instructional practices as well as building students' independent abilities to learn.

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).

The school has developed substantial supports for struggling students. Students have access to counseling and SEL supports (proactive lessons and interventions), students also receive additional supports from the

math lab, Gear Up, and individual groups to support them. The school is also adopting and implementing personalized learning, which develops mastery based benchmarks and individualized and group plans.

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

The school has a team approach to recruiting and interviewing. The school is partnered with the district as an Opportunity school, which helps us to identify early candidates. Part of our interview process also requires teachers to spend time with candidates, so that we can identify good fits. There is a standard interview process as well with some questions targeted to the specific position.

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.

All of our professional development is rooted in International Baccalaureate and personalized learning practices. We also participate in district curriculum and instruction PD, which is then used as part of department/grade level meetings and professional development days.

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

The school is establishing a calendar of events sponsored by teachers to highlight and showcase student work and performance. The PAC also determines a learning series for parents every year. Parents are also connected through ASPEN Parent Portal, Google Classroom, and social media. The school also hosts the district's parent university.

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.

Not applicable

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 PPC and ILT meet yearly with the administrators to draft an assessment plan and to assist with implementation. This includes the type of assessments that will be given as well as a calendar and protocols for review.

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.

Because the school uses criterion rubrics aligned to standards, both teachers and students have articulated next step skills that they can work on daily. This is triangulated with data cycles and school professional development days.

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.

An operations manager coordinates all student services. She heads a team that addresses federal, state, and local services including referrals.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The parents meet twice a year during PAC meetings to review and suggest revisions to the PIPP and the CIWP. During report card pick ups, parents are also given the opportunity to provide feedback and suggestions through surveys. Parent feedback is also collected through other meetings throughout the year - such as the BAC, IB Committee Meetings, and school orientation. The PIPP is made available to parents daily in all of the offices as well as a form to make suggestions.

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 Title I meeting will be held in conjunction with the school Open House The PAC will then host meetings monthly. Meetings will be advertised through all calls, the website, social media, school flyers, and parent call trees.

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.

Title I information is available in the main office. The school maintains packets from Open House as well as providing access to the binder of Title I meetings and materials. During the meeting, the standards based grading policy was reviewed along with the rubrics that can be used. All parents have access to the school's literacy scope and sequence and the rubrics used to grade the students. An orientation on how to understand their student's performance has also been shared. The school also reviewed how g.p.a.'s are calculated and explained to parents how to track grade points for their students. A copy of the assessment policy is available online and the parents may schedule meetings with the counselor or an administrator to understand their student performance.

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.

An administrator or school representative attend all council meetings for the school. The agendas include an item for updates on the school and principal actions. All recommendations are kept in the minutes, listed as new/old business until there is a satisfactory resolution.

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.

When the school receives the state reports, they are given out a report card pick up or mailed to the parent with a copy of the report card.

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.

CPS Human Resources manages this and sends out the appropriate letters

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.

During orientation, an academic overview is shared, going over the state standards and the IB guides and expectations. The standards based grading policy was reviewed along with the rubrics that can be used. All parents have access to the school's literacy scope and sequence and the rubrics used to grade the students. An orientation on how to understand their student's performance has also been shared. The school also reviewed how g.p.a.'s are calculated and explained to parents how to track grade points for their students. A copy of the assessment policy is

available online and the parents may schedule meetings with the counselor or an administrator to understand their student performance. 9th, 10th grade, and DP students also receive IB report cards outlining the specific skills their students have acquired and the next skills needed to move up a level.

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.

The school provides educational sessions for parents through the PAC meetings as well as offering the services of the media center to parents. In the media center, they can receive support from students and the digital learning coordinator in learning how to use the Google Suite and other apps for learning. The grade level teams also sponsor a parent night with an overview of academic information and strategies that parents can use to support their students.

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 will provide professional developments to teachers on how to make an effective phone call, creating communication strategies, and connecting with parents. These sessions will be part of weekly and quarterly professional development sessions. Teachers will be assigned based on their parent communication evidence to improve communications.

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.

All parent communications are sent in multiple formats: flyers, quarterly newsletters, all calls, social media notices, the school marquee and t.v. screens, as well as one to one calling - all communications are in English and Spanish. Parents receive a minimum of 7 days notice, and then they continue to receive information up until the date of the 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.)

Our mission is to attract and support engaged learners to develop the IB Learner Profile by creating an academic culture of growth, success, and respect.
Our program encourages students to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

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

Parent teacher conferences will be held on . Parent conferences will allow parents to meet with teachers, complete activities with their students (i.e. Kahoot, Green Screen,etc.), and to access additional health and education resources for their students.

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

In addition to the progress reports, parents will have access to students' grades on Parent Portal. The grades are updated at least every two weeks. Parents also are encouraged to sign up on Google Classroom where they also have access to see their students' scores and actual student work.

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

All staff member have freed periods where they can meet with parents. Parents must make a request 24 hours in advance, or upon administrative request, conference with teachers.

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

Parents may observe classrooms with 24 hour notice; each grade level creates assignments that integrate families at least once a quarter; parents may complete volunteer packets to chaperone field trips, serve as speakers, or assist with school events.

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

Parent Commitment:

? I will ensure that my student uses his/her Chromebook at home to complete homework assignments and academic enrichment activities every day.

? I will reach out to my students' teachers if my student's grades fall below a C (I will be notified by my Parent Portal triggers)

? I will ensure that my student arrives at school no later than 8:50 a.m. and misses no more than 5 days of school per school year.

? I will encourage my student to regularly read at least 3-5 hours per week outside of school assignments and complete 20 hours on Khan Academy per year.

? I will attend at least one school event per semester to support my student's development of the IB Learner Profile.

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

I will work with my child to develop a plan for his/her life after high school, and we will monitor it together at every grading period.

? I will reach out to my students' teachers if my student's grades fall below a C (I will be notified by my Parent Portal triggers)

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

Students will follow the Bengal Way - Prepared (having all school materials), Punctual (on time), Professional (behaving as if they are a work), and Persevering (facing and overcoming challenges)

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.

Goal 1: Increase the number of students meeting proficient on state tests

Goal 2: Increase parent capacity to support their students in post-secondary planning

Goal 3: Increase parent capacity to support student's SEL needs

September: Title I Meeting (Open House)

October: PAC Organization Meeting

November: Supporting Your Child at Bogan (IB, PL, and Post-Secondary planning)

December: Managing the College Application Process

January: Preparing for Standardized Tests

February: Helping Your Student Develop IB Learner Profile

March: Preparing for Standardized Tests and Dual Credit/Enrollment

April: Using Restorative Approaches at Home (Circle Training)

May: Using Restorative Approaches at Home (Circle Training)

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$979.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$2000.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

