Bronzeville Scholastic Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
Demetra Richardson-Starks	Principal	ddrichardson-star@cps.edu	Has access
Adrienne Alexander	Assistant Principal	aralexander@cps.edu	Has access
Sarah Collins	IB Coordinator	sjcollins@cps.edu	Has access
Lawanda Funches	Teacher/LSC Member	lfunches@cps.edu	Has access
Casey Weedon	Teacher	cjweedon@cps.edu	Has access
Deidre Horton	LSC Chair		No Access
Margaret Mask	Teacher	mkmask@cps.edu	Has access
Yolanda Powell	Case Manager/Teacher	ylpowell@cps.edu	Has access

Team Meetings

No meetings saved for this 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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 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 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 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 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
  - o 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)
  - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 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 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
  - o **Evidence**:
- 2 - Instruction
  - o 2 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 3 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 3 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 2 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 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
    - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - o 4 Utilize assessments that measure the development of academic language for English learners
    - o 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
    - o 3 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**:
- 1 - 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 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
    - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - o 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)

- 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 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 1 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 1 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 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 1 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**:
- 2 - 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 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 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 4 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 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**:
- 2 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 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 4 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
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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: Instruction	2

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	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: 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	Increase the number of students meeting benchmark on PSAT and SAT
Root Cause 1	Large focus area, teacher turnover, unclear/inconsistent focus
Area of Critical Need 2	Defined MTSS structures to gather and utilize multiple sources to define and solve problems
Root Cause 2	MTSS team is not functioning in a consistent manner
Area of Critical Need 3	Structured, supportive and equitable discipline procedures

Root Cause 3	Undefined discipline plan, dean absence and turnover

---

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 PSAT	Overall		15.00	20.00
Our students did not meet benchmark in the previous year. The metric aligns to all of our priorities - Balanced Assessment and Grading, Instruction and MTSS.				
Vision: College Readiness SAT	Overall		10.00	10.00
Our students did not meet benchmark in the previous year. The metric aligns to all of our priorities - Balanced Assessment and Grading, Instruction and MTSS.				
Vision: Attendance Rate	Overall		90.00	90.00
We are below both our school's and district's attendance goal.				
(Blank)				
(Blank)				

Required metrics (Highschool) (0% complete)

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

Custom metrics (50% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Vision: College and Career Readiness To improve the impact of our IB programs, we aim to increase our ECCC metric. The metric aligns to all of our priorities.	2.40			5.00	10.00
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	develop and use assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives (IB practice 0404-02)
Then we see...	students and teachers using feedback and student data to improve learning, teaching, and assessment (IB practice 0404-01) and consistent progress monitoring of student growth on standards and IB criteria
which leads to...	an increase in PSAT/SAT benchmark scores (5% each year - PSAT 5% and SAT 10%); an increase in ECCC metrics (5% and 10%) through IB; and, a school culture in which learning, teaching, and assessment effectively inform and influence one another (IB standard 0404)
Budget Description	
Tags	Instruction, Balanced Assessment and Grading
Action steps	(Not started) Review assessment plan and grading policy to include clear expectations for administering assessments consistently, fairly, inclusively and transparently (IB practice 0404-03) Tags:Instruction, Balanced Assessment and Grading (Not started) Implement, communicate, and regularly review our assessment policy (with calendar, goals, and grading protocols) to help create a culture of continuous learning and growth (IB practice 0301-05) starting with our Opening PD Tags:Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

| | • (Not started) Review unit plans using a rubric to demonstrate how we provide students with opportunities to consolidate their learning through a variety of assessments (IB practice 0404-04-0100)

Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth

• (Not started) Conduct learning walks focusing on formative assessment (twice quarterly)

Tags:Instruction

• (Not started) Revise our assessment analysis tool to demonstrate that assessment practices are formed around conceptual learning (IB practice 0404-02-0200), varied, and standards-aligned

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

• (Not started) Monitor data through assessment analysis at biweekly department meetings; teachers use feedback to support stated outcomes and expectations (IB practice 0404-01-0100)

Tags:Assessment: Monitoring Student Learning to Support Growth

• (Not started) Regularly review schoolwide assessment data, demonstrating specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment (IB practice 0404-01-0200)

Tags:Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

• (Not started) Include rigorous task creation and implementation Lunch-and-Learn sessions in our PD plan to support teachers using a variety of assessment methods that are connected to stated learning objectives and outcomes. (IB practice 0404-02-0100)

Tags:Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning

• (Not started) Administer quarterly interim assessment, providing students with opportunities to consolidate their learning through a variety of assessments (IB practice 0404-04-0100)

Tags:Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth |

Strategy 2

If we do...	Use current IB resources and review both the implementation of standards and practices (IB practice 0203-01) and student assessment data to assess the quality of instruction, analyze instructional gaps, and inform decision-making
Then we see...	Leadership and teachers participating in appropriate and timely professional learning to inform their practice (IB practice 0203-02); time and resources for teachers to collaborate effectively on targeted instructional strategies (IB practice 0203-03); and, the use of feedback to improve learning, teaching, and assessment (IB practice 0404-01)
which leads to...	Growth in student achievement as evidenced by assessment data (PSAT/SAT, MYP criteria marks, DP attainment/ECCC metric); learning environments that support and empower teachers (IB standard 0203); and, a school culture in which learning, teaching, and assessment effectively inform and influence one another (IB standard 0404)
Budget Description	
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MGIB: IB
Action steps	• (Not started) Continue professional learning on creating and implementing rigorous instructional tasks, in which teachers use inquiry, action, and reflection to develop natural curiosity in students (IB practice 0403-01) Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Create unit plans that use inquiry-based teaching strategies and learning engagements (IB practice 0403-01-0100) and encourage student choice (IB practice 0403-01-0400) Tags:Assessment: Balanced Assessment and Grading, MGIB: IB • (Not started) Create and implement an instructional strategies ?toolkit? in our PD plan Tags:MGIB: IB • (Not started) Use our rubric to monitor and evaluate inquiry-based teaching strategies and learning engagements as outlined in the action section of unit plans (IB practice 0403-01-0200) Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Review student achievement data gathered in biweekly department meetings to inform instruction Tags:Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth

	- (Not started) Using a common tool, conduct learning walks to observe teaching and learning that encourages that actively engage students in their own learning (IB practice 0402-01-0200) Tags:MTSS: Progress Monitoring - (Not started) Track student achievement using specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment (IB practice 0404-01-0200) Tags:Assessment: Monitoring Student Learning to Support Growth

Strategy 3

If we do...	identify and provide appropriate learning supports (IB practice 0202-02) through the development of local tiering criteria with a list of interventions aligned to the needs of all students and respective tiers
Then we see...	students identified for appropriate tiers of intervention and effective high-quality interventions; the implementation of interventions that help students develop thinking, research, communication, social and self-management skills (IB practice 0402-01); and demonstrate their continued development of the IB learner profile attributes (IB practice 0402-02).
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured by a score of developing (6 and below) on the Self-Assessment of Multi-Tiered System of Supports (SAM); demonstration of a learning environment that supports student success (IB standard 0202)
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	- (Not started) Establish a team that represents all stakeholders to implement and review MTSS systems and processes to identify the needs of students (IB practice 0202-02-0100) Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership - (Not started) Include MTSS professional development on the yearly PD calendar, demonstrating a commitment to make a learning environment that meets the needs of all students (IB practice 0202-02-0400) Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

	• (Not started) Create a tiered system of support for all students, providing guidance and support that help students succeed and plan for the next stage of their educational and/or career-related experiences (IB practice 0202-04) Tags:MTSS: Curriculum & Instruction • (Not started) Create a monitoring system to track how we support the identified needs of students, and provide evidence of this support through planning, policy, and practice (IB practice 0202-02-0200) Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

Strategy 4

If we do...	develop a system for implementing supportive and restorative disciplinary practices school-wide (addresses IB standard 0301: Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive).
Then we see...	See an increase in the number and fidelity of staff implementation of supportive, equitable and restorative practices in response to student behaviors; students being guided to take ownership, resolve conflict and learn from their actions (IB practice 0402-02).
which leads to...	reduced instances of student behavior infractions and fewer suspensions both in and out of school and a school that provides safe and effective learning space and learning environments (IB practice 0202-01-0300), where learning aims to develop students ready for further education and life beyond the classroom (IB standard 0402).
Budget Description	
Tags	Supportive and Equitable Approaches to Discipline, MTSS: Problem Solving Process
Action steps	• (Not started) Define behavioral expectations with teachers, staff, and student input, demonstrating how the school fosters the social, emotional, and physical well-being of its students and teachers (IB practice 0202-03) Tags:Supportive and Equitable Approaches to Discipline, MTSS: Problem Solving Process • (Not started) Revise common consequence systems, including disciplinary room procedures (identify and allocate spaces and resources to support the social, emotional, and physical well-being of its students and teachers, IB practice 0202-03-0100). Tags:Supportive and Equitable Approaches to Discipline, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Not started) Select an electronic tracking system and train all teachers and staff

	Tags:Supportive and Equitable Approaches to Discipline, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process • (Not started) Schedule quarterly incentives/activities, considering the IB Learner Profile in the plan and policies (IB practice 0301-06-0500) Tags:Supportive and Equitable Approaches to Discipline, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Review discipline systems and protocols with teachers and staff, promoting open communication based on understanding and respect (IB practice 0202-03-0400) Tags:Supportive and Equitable Approaches to Discipline • (Not started) Review behavior expectations and incentives with students, encouraging them to demonstrate and reflect on their continued development of the IB learner profile attributes (IB practice 0402-02) Tags:Supportive and Equitable Approaches to Discipline, MTSS: Shared Leadership • (Not started) Monitor school implementation through walk-throughs and through a quarterly examination of data Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership • (Not started) Monitor BAG reports in weekly grade-level meetings and share outcomes with Admins/Dean Tags:MTSS: Progress Monitoring

Action Plan

Strategy 1

Review assessment plan and grading policy to include clear expectations for administering assessments consistently, fairly, inclusively and transparently (IB practice 0404-03)

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator, ILT

Implement, communicate, and regularly review our assessment policy (with calendar, goals, and grading protocols) to help create a culture of continuous learning and growth (IB practice 0301-05) starting with our Opening PD

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator, ILT, Teachers

Review unit plans using a rubric to demonstrate how we provide students with opportunities to consolidate their learning through a variety of assessments (IB practice 0404-04-0100)

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator

Conduct learning walks focusing on formative assessment (twice quarterly)

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator and ILT

Revise our assessment analysis tool to demonstrate that assessment practices are formed around conceptual learning (IB practice 0404-02-0200), varied, and standards-aligned

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator, ILT

Monitor data through assessment analysis at biweekly department meetings; teachers use feedback to support stated outcomes and expectations (IB practice 0404-01-0100)

Aug 24, 2020 to Jun 18, 2021 - Teacher Teams

Regularly review schoolwide assessment data, demonstrating specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment (IB practice 0404-01-0200)

Aug 24, 2020 to Jun 18, 2021 - Admin. Team, IB Coordinator, ILT, Teachers

Include rigorous task creation and implementation Lunch-and-Learn sessions in our PD plan to support teachers using a variety of assessment methods that are connected to stated learning objectives and outcomes. (IB practice 0404-02-0100)

Aug 24, 2020 to Jun 18, 2021 - ILT, IB Coordinator, Teachers

Administer quarterly interim assessment, providing students with opportunities to consolidate their learning through a variety of assessments (IB practice 0404-04-0100)

Aug 24, 2020 to Jun 18, 2021 - Teachers

Strategy 2

Continue professional learning on creating and implementing rigorous instructional tasks, in which teachers use inquiry, action, and reflection to develop natural curiosity in students (IB practice 0403-01)

Aug 24, 2020 to Jun 18, 2021 - ILT, Teachers and Teacher Teams, Admin.

Create unit plans that use inquiry-based teaching strategies and learning engagements (IB practice 0403-01-0100) and encourage student choice (IB practice 0403-01-0400)

Aug 24, 2020 to Aug 28, 2020 - Teachers, IB Coordinator

Create and implement an instructional strategies ?toolkit? in our PD plan

Aug 24, 2020 to Aug 28, 2020 - Admin. Team, ILT and IB Coordinator

Use our rubric to monitor and evaluate inquiry-based teaching strategies and learning engagements as outlined in the action section of unit plans (IB practice 0403-01-0200)

Aug 24, 2020 to Aug 28, 2020 - ILT, IB Coordinator, Admin. Team

Review student achievement data gathered in biweekly department meetings to inform instruction

Sep 07, 2020 to Jun 18, 2021 - Admin. Team and ILT

Using a common tool, conduct learning walks to observe teaching and learning that encourages that actively engage students in their own learning (IB practice 0402-01-0200)

Sep 07, 2020 to Jun 18, 2021 - Admin. Team and IB Coordinator

Track student achievement using specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching, and assessment (IB practice 0404-01-0200)

Sep 07, 2020 to Jun 18, 2021 - Admin. Team and IB Coordinator

Strategy 3

Establish a team that represents all stakeholders to implement and review MTSS systems and processes to identify the needs of students (IB practice 0202-02-0100)

Aug 24, 2020 to Oct 09, 2020 - ILT, Teacher Teams, Admin., Case Manager

Include MTSS professional development on the yearly PD calendar, demonstrating a commitment to make a learning environment that meets the needs of all students (IB practice 0202-02-0400)

Aug 24, 2020 to Oct 09, 2020 - Admin., MTSS Team

Create a tiered system of support for all students, providing guidance and support that help students succeed and plan for the next stage of their educational and/or career-related experiences (IB practice 0202-04)

Aug 24, 2020 to Oct 09, 2020 - MTSS Team, Admin., Case Manager, Staff and IB Coordinator

Create a monitoring system to track how we support the identified needs of students, and provide evidence of this support through planning, policy, and practice (IB practice 0202-02-0200)

Aug 24, 2020 to Oct 09, 2020 - MTSS Team, Admin., Case Manager and IB Coordinator

Strategy 4

Define behavioral expectations with teachers, staff, and student input, demonstrating how the school fosters the social, emotional, and physical well-being of its students and teachers (IB practice 0202-03)

Aug 24, 2020 to Sep 11, 2020 - Dean, Admin. Staff, BHT, Teachers, Teacher Teams, Security Staff

Revise common consequence systems, including disciplinary room procedures (identify and allocate spaces and resources to support the social, emotional, and physical well-being of its students and teachers, IB practice 0202-03-0100).

Aug 24, 2020 to Sep 11, 2020 - Dean, Admin. Staff, BHT

Select an electronic tracking system and train all teachers and staff

Aug 24, 2020 to Sep 11, 2020 - Dean, Admin. Staff

Schedule quarterly incentives/activities, considering the IB Learner Profile in the plan and policies (IB practice 0301-06-0500)

Aug 17, 2020 to Sep 11, 2020 - Dean, Admin. Staff, Grade Level Leads

Review discipline systems and protocols with teachers and staff, promoting open communication based on understanding and respect (IB practice 0202-03-0400)

Aug 24, 2020 to Sep 11, 2020 - Dean, Admin. Staff, Teachers, Staff

Review behavior expectations and incentives with students, encouraging them to demonstrate and reflect on their continued development of the IB learner profile attributes (IB practice 0402-02)

Aug 24, 2020 to Jun 18, 2021 - Dean, Admin. Staff, Teachers, Students

Monitor school implementation through walk-throughs and through a quarterly examination of data

Aug 24, 2020 to Jun 18, 2021 - Dean, Admin. Staff

Monitor BAG reports in weekly grade-level meetings and share outcomes with Admins/Dean

Aug 24, 2020 to Sep 11, 2020 - Dean, Admin. Staff, Teacher Leads

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.

-Interim Assessments
-IB Evaluation
-School-wide Data Analysis Protocol

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

-Checkpoint
-Structured MTSS Program (Tiered levels of support)
-Monthly School-wide Synergy Days

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.

-Checkpoint
-Structured MTSS Program (Tiered levels of support)
-Monthly School-wide Synergy Days

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).

Continued programming for BAM, WOW, Centers for New Horizons, Student Voice, College exposure via tours, Trio Program

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

-Yearly IB training
-On-going in-house training
-District Summit trainings

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.

-Yearly IB training
-On-going in-house training
-District Summit trainings

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

-Vender-led parent nights (BAM, WOW, Centers for New Horizons)
-Grade-level Parent Nights

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.

N/A

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.

-School-wide data review and planning
-Standard Assessment Analysis Protocol

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.

-MTSS Plan
-Grade-level Meetings
-Personal Development Plan
-Student-specific Interventions

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.

?

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.

We will review the CIWP in the beginning of the year with the PAC at their annual meeting. We will also review the CIWP during the summer with the ALSC to ensure that the budgeted amount aligns with goals set for the school year. The ALSC will receive updates regarding the CIWP four times a year (July, September, December and April). At the scheduled ALSC meetings listed above the Principal will distribute an updated copy of the CIWP for goal assessment purposes and periodic review. Members from both PAC and ALSC are a part of the CIWP planning team. To solicit parent involvement we will send out requests using various methods/forms of communications at least three times a year for parent participation through the PAC and ALSC .

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

Title 1 Annual and Annual Organizational meeting will be held in November 2020.

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 will be able to receive information about the school's curriculum plan and our academic assessment tools and the proficiency levels students are expected to meet at any time on our school website. Students and parents will also receive a diagnostic of where their child is in terms of IB criterion mastery twice a year during Synergy Week. Additionally, parents can check their child's performance through Parent Portal and 10 week progress reports.

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

The ALSC will determine their meeting schedule for the 2020/2021 academic school year during the Annual Organization meeting held in July 2020. Once the dates have been established the ALSC will update the CIWP accordingly. As part of the ALSC agenda there will be two scheduled times during the meeting in which the parents are able to engage with the council to discuss their issue, ask questions and voice their concerns regarding the success of their child in the school. All concerns will be addressed immediately by the principal and if possible resolved prior to the next scheduled meeting.

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

The school will mail a letter to the homes of all parents whose children are being taught by a non "highly qualified" teacher. This letter is generated by CPS and is adapted by the school to meet the subject area of concern. The parent will receive notification no later than the 5th consecutive week that any non "highly qualified" teacher is present in that classroom.

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

This will be done each semester through a grade-level parent workshop, professional development sessions and seminars which would address the requirements stated above. In addition, the subject matter will be included as part of the Principal report during the monthly ALSC and PAC meetings.

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

This will be accomplished through Report Card Pick-up, Open House and Parent Night(s) held at BSI. Outside technical training provided via CPS Parent University as well as potential employment opportunities 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.

The school will provide this information through their staff's professional development and school improvement days. The training will take place at least three times a year.
- At the beginning of the year
- During a school improvement day
- During a staff meeting after spring break

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 other programs that will further encourage and support parents in more fully participating in their children's education will be to conduct parent workshops that will address school policies such:
- Curriculum/Instructions
- Attendance
- Grading Policies
- Culture and Climate

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 information disseminated to parents will be sent via student, website, mail, robocalls, school marque and posted at the school. This information will be sent in the method suitable for the parents? understanding (Spanish, visually impaired, etc.).

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)

N/A

School-Parent Compact (Complete)

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

BSI has a mission to provide our students with highly rigorous and authentic learning experiences to better their understanding of themselves, the world around them, and their unique place in it. Students will actively engage in problem-solving that demonstrates skill-mastery across all content areas with a focus on developing persistence for success in college and career endeavors.

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 the 1st and 3rd cycle during report card pick up (November 2020 and April 2021). Teachers are open to schedule conferences with parents as needed to inform the parent of the students? academic progress.

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

Parents will be provided with a progress report for their child in October 2020, January 2021, March 2021 and May 2021. Parents can check their child grades daily through Parent Portal.

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

The parents are able to meet with the staff by notifying the teacher via email 48 hours in advance of the meeting.

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 who want to become a CPS volunteer must register online. Parents may volunteer, participate and observe the classroom. The school must be given 48 hours notice.

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

Parents can review this information online through Parent Portal. The parent can contact the school for additional resources that will help aid in the learning of their child.

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

The parent will meet with the teacher and administrations to develop a program that will meet the needs of the child to succeed. This can be conducted during parent teacher conferences at the school. Parents can reach out to staff via email, phone call, letter, etc.

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 participate each quarter in Synergy Week. During this time students are given an opportunity to set goals towards improving their standard mastery for each class and will be given an entire day to catch up and/or redo tasks towards academic mastery. Students will also be given quarterly BAG (Behavior, Attendance and Grades) reports and opportunities during advisory to plan their improvement and our sustained success.

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.

Increase parent and family involvement by providing activities throughout the school year that would allow parents to be more informed and provide them with opportunities to be more involved in school-based decisions.

Parent Activities:

Open-House/Parent Meet and Greet (September 2020)
Grade-level Parent Nights (October - December 2020)
PAC Meetings (On-going)
ALSC (On-going)
Participation in School Outings (On-going)

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

Account(s)

Description

Allocation

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.	$200.00
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.	$150.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$150.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$300.00
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	$0.00

	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.	
53510	**Postage** Must be used for parent and family engagement programs only.	$94.00
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