

Bronzeville Classical Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/29/2020	Principal Spicer, AP Talley, Hickman, Cannon	Review of the current CIWP priorities, SEF survey and Preliminary Ratings

Date	Participants	Topic
02/06/2020	CIWP Team	Overview of CIWP 2020-2022 Timeline, review final ratings of SEF, review data sources, Analysis to identify priorities using the SEF

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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

- 1 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
 - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 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
 - 4 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:**
- 1 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 1 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
 - 1 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 1 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 1 - MTSS
 - 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 1 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)
 - 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 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)
 - 1 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)

- 4 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 1 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)
- 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English

- 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)
- **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Overall Growth
Root Cause 1	59 students carry the weight for growth and attainment student achievement data. As our school continues to build, consistent instructional practices that meet the needs of all learners will be our greatest lever.
Area of Critical Need 2	Supporting the SEL Needs of all Students
Root Cause 2	We noticed that as students got older more profound and frequent referrals to the office and school counselor related to social emotional concerns and/or peer conflict. But, we lacked a consistent reporting system and response to referrals.
Area of Critical Need 3	Transition Support between Grades
Root Cause 3	We noticed a change in student achievement data as students matriculate to the next grade level and a lack of support in managing the academic and social emotional changes between and within grade levels.
Area of Critical Need 4	Attendance: STLS & FRL
Root Cause 4	Attendance Team was not formed and did not meet regularly or review data.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate	FRL Eligible		97.00	97.80
Fifty-nine 3rd grade students comprise our On-Track data. After analyzing this metric, we discovered that of the seven student not on-track, 2 are far from on-track or off-track because of attendance only and are students in a transitional living situation.				

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2) At the 2nd grade, we noticed more profound and frequent referrals to the office and school counselor related to social emotional concerns and/or peer conflict.	African American Female		97.50	98.00
SQRP: National School Attainment Percentile - Reading (Grade 2) At the 2nd grade, we noticed more profound and frequent referrals to the office and school counselor related to social emotional concerns and/or peer conflict.	African American Female		97.50	98.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) We noticed a change in student achievement data as students matriculate to the next grade level and a lack of support in managing the academic and social emotional changes between and within grade levels.	Overall		70.00	75.00
	African American Male			
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Last school year, our school was rated well-organized. However, teacher influence was rated neutral. We want to improve that sub-category rating on our 5Essentials while maintaining our current rating.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	develop quality unit assessments that are standards aligned within content teams
Then we see...	use an interim assessment tool to progress monitor student growth on standards and analyze student data to provide feedback and inform instructional outcomes
which leads to...	a 15% growth in the percentage of students meeting or exceeding their growth MAP Reading and Math targets by the end of school year 2022.
Budget Description	Fund 115: Professional Development/Consultants (LEAD180, Innovare, & Brilliant Light); Interim Assessment Tool (Mastery Connect or Achievement Network); Extended Day bucket for ILT Members
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> (Not started) Develop and revise year-long scope and sequence for Reading and Math broken into units with assessments aligned to the CCSS. Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Conduct quarterly review and revisions of the scope and sequence for Reading and Math units with assessments aligned to the CCSS. Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System (Not started) Develop a collaborative planning schedule that facilitates the creation of assessments, analysis of interim assessment data, and corrective teaching opportunities. Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth (Not started) Identify a tool to develop interim assessments based on the content team scope and sequence.

	<p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System</p> <ul style="list-style-type: none"> (Not started) Develop criteria for teacher teams to create interim assessments based on the content team scope and sequence. <p>Tags:Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Develop a calendar of summative assessments, interim assessments, and district-wide assessments. <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Utilize collaborative planning time to evaluate horizontal and vertical alignment of assessment calendar to integrate opportunities for formative assessment and corrective teaching strategies. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) Communicate our change in grading practices with all stakeholders. <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Plan and facilitate goal setting conferences with all learners at least 2 times per year (BOY/MOY) and share plans with families. <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p>
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Strategy 2

If we do...	implement our local tiering criteria that follows the 80-15-5 model and the MTSS framework along with implementing a menu of interventions aligned to the needs of students and respective tiers
Then we see...	be able to identify students for appropriate tiers of intervention and to align students to an effective, high quality intervention
which leads to...	fully implemented standardized systems and structures to support at-risk students as measured by a ?fully embedded? rating for Problem-Solving Process and Progress Monitoring components on the Self-Assessment of Multi-tiered System of Supports Rubric (SAM).
Budget Description	

Tags	MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> • (Not started) In order to strengthen Tier 1 family communication, design and distribute weekly newsletters to communicate upcoming learning goals, special events, and questions to ask at home. Tags:MTSS: Family and Community Engagement • (Not started) Develop a learner tracker that uses assessment information, grades, and attendance to track each learner and their interventions. Tags:MTSS, MTSS: Fidelity of Implementation, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation • (Not started) Develop a BCS referral for learners who require additional academic or SEL support. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Communicate the referral process for learners who require additional academic or SEL support with all stakeholders. Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, ODLSS: Procedures and Standards • (Not started) Develop and implement a standardized process for the Problem Solving Process. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Revise the school-wide schedule to foster our focus on implementing supportive school practices of Morning Meeting, Second Step, and Calm Classroom. Tags:CBE: SEL Integration, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation • (Not started) Communicate the school-wide schedule to foster our focus on implementing supportive school implementation practices of Morning Meeting, Second Step, and Calm Classroom to all stakeholders. Tags:Relational Trust, Family & Community Engagement, CBE: SEL Integration • (Not started) Revise the master schedule to include an intervention block for all learners.

	<p>Tags:Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Plan and facilitate goal setting conferences with identified learners to monitor their progress using the intervention in the identified area of need. <p>Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Design a system to ensure timely communication to families regarding the referral, support provided, and progress monitoring of identified learners. <p>Tags:Family & Community Engagement, MTSS: Fidelity of Implementation</p>
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Strategy 3

If we do...	rigorously utilize multiple sources of student data to inform planning
Then we see...	teachers tailoring instruction to meet the needs of individual students
which leads to...	a 15% growth in the percentage of students meeting or exceeding their growth MAP Reading and Math targets by the end of school year 2022.
Budget Description	
Tags	Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Science: Curriculum, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> (Not started) Develop a system for the ILT to communicate the trends in school-wide data to track and monitor the progress of all learners and provide evidence-based feedback to teachers <p>Tags:Leadership for Continuous Improvement, Instruction, MTSS: Curriculum & Instruction, ONS: Continuous Improvement, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Teacher teams will identify high leverage instructional strategies to be used school-wide for Literacy, Math, and Science. <p>Tags:Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Science: Curriculum, Math: Formative Assessment</p> <ul style="list-style-type: none"> (Not started) Develop learner leadership roles to pair them with younger learners to model how to espouse the core values of BCS.

	<p>Tags:OSCPA: Social/Emotional Support, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Implement a corrective instruction action planning process <p>Tags:Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement, OSCP: Academic Advising, OSCP: College and Career Readiness</p> <ul style="list-style-type: none"> (Not started) Develop an instructional block schedule that enables teachers to provide interventions or acceleration opportunities for all learners in most lessons. <p>Tags:Leadership for Continuous Improvement, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> (Not started) Teacher teams develop a system of support for learners in danger of failing and provide interventions upon the first warning sign. <p>Tags:MTSS: Curriculum & Instruction, OSCP: College and Career Readiness, OSCP: Social/Emotional Support, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Conduct quarterly surveys of families for feedback regarding instructional practices <p>Tags:Family & Community Engagement</p>
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Strategy 4

If we do...	develop a system for implementing supportive and restorative discipline practices school-wide
Then we see...	will see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors
which leads to...	a decrease in disproportionate referrals to the School Counselor and Administration among African American male students by 15% EOY SY22.
Budget Description	
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> (Not started) Design a formal structure through which school values and expected behaviors are taught and reinforced (PBIS). <p>Tags:OSCPA: Social/Emotional Support, OSEL: SEL Instruction</p>

- (Not started) Create and foster a system that widely communicates and shares incentives and consequences.

Tags:Supportive and Equitable Approaches to Discipline, Family & Community Engagement, Equity: Fair Policies and Systems

- (Not started) Plan and implement rituals and public forums to celebrate learners who model expectations and demonstrate behaviors that reflect the values.

Tags:Family & Community Engagement, Equity: Fair Policies and Systems, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Plan and implement school-wide professional learning to teach and reinforce behavioral expectations while implementing the system of incentives and consequences.

Tags:Family & Community Engagement, OSCP: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Create and share clear messages about effort leading to near- and long-term success that are visible and communicated by all.

Tags:Leadership for Continuous Improvement, Family & Community Engagement, ONS: Continuous Improvement

- (Not started) Develop systems to track and analyze learner discipline referral and intervention data.

Tags:MTSS, Equity: Fair Policies and Systems, ONS: Continuous Improvement, OSCP: Social/Emotional Support

- (Not started) Create a meeting schedule that supports teams analyzing data to identify structural issues that need to be addressed.

Tags:Leadership for Continuous Improvement, ONS: Continuous Improvement

- (Not started) School-wide professional learning is provided to develop a common understanding of how other individuals experience the world while not making assumptions about them.

Tags:Leadership for Continuous Improvement, Equity: Liberatory Thinking, ONS: Continuous Improvement

- (Not started) Develop learner leadership roles to pair them with younger learners to model how to espouse the core values of BCS.

Tags:Leadership for Continuous Improvement, CBE: SEL Integration, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

Action Plan

Strategy 1

Develop and revise year-long scope and sequence for Reading and Math broken into units with assessments aligned to the CCSS.

Aug 01, 2020 to Sep 07, 2020 - Content Teams

Conduct quarterly review and revisions of the scope and sequence for Reading and Math units with assessments aligned to the CCSS.

Aug 31, 2020 to Jun 15, 2021 - Content Teams; ILT

Develop a collaborative planning schedule that facilitates the creation of assessments, analysis of interim assessment data, and corrective teaching opportunities.

Aug 31, 2020 to Nov 05, 2020 - ILT

Identify a tool to develop interim assessments based on the content team scope and sequence.

Aug 31, 2020 to Sep 28, 2020 - ILT

Develop criteria for teacher teams to create interim assessments based on the content team scope and sequence.

Aug 31, 2020 to Sep 28, 2020 - ILT

Develop a calendar of summative assessments, interim assessments, and district-wide assessments.

Aug 31, 2020 to Nov 05, 2020 - ILT

Utilize collaborative planning time to evaluate horizontal and vertical alignment of assessment calendar to integrate opportunities for formative assessment and corrective teaching strategies.

Aug 31, 2020 to Jun 22, 2021 - Content Teams

Communicate our change in grading practices with all stakeholders.

Aug 31, 2020 to Nov 05, 2020 - Administration

Plan and facilitate goal setting conferences with all learners at least 2 times per year (BOY/MOY) and share plans with families.

Oct 05, 2020 to Feb 26, 2021 - Content Teams

Strategy 2

In order to strengthen Tier 1 family communication, design and distribute weekly newsletters to communicate upcoming learning goals, special events, and questions to ask at home.

Sep 11, 2020 to Jun 11, 2021 - Content Teams

Develop a learner tracker that uses assessment information, grades, and attendance to track each learner and their interventions.

Oct 05, 2020 to Nov 23, 2020 - MTSS Team

Develop a BCS referral for learners who require additional academic or SEL support.

Sep 14, 2020 to Oct 12, 2020 - MTSS Team

Communicate the referral process for learners who require additional academic or SEL support with all stakeholders.

Sep 28, 2020 to Jun 07, 2021 - Case Manager; MTSS Team Leader

Develop and implement a standardized process for the Problem Solving Process.

Aug 31, 2020 to Oct 26, 2020 - MTSS Team

Revise the school-wide schedule to foster our focus on implementing supportive school practices of Morning Meeting, Second Step, and Calm Classroom.

Aug 31, 2020 to Sep 28, 2020 - Scheduling Team; Culture & Climate Team

Communicate the school-wide schedule to foster our focus on implementing supportive school implementation practices of Morning Meeting, Second Step, and Calm Classroom to all stakeholders.

Aug 31, 2020 to Sep 28, 2020 - Administrative Team

Revise the master schedule to include an intervention block for all learners.

Jun 01, 2020 to Sep 04, 2020 - Scheduling Team; ILT; Administration

Plan and facilitate goal setting conferences with identified learners to monitor their progress using the intervention in the identified area of need.

Oct 04, 2020 to Jun 22, 2021 - Content Teacher Teams

Design a system to ensure timely communication to families regarding the referral, support provided, and progress monitoring of identified learners.

Sep 28, 2020 to Oct 26, 2020 - MTSS Team

Strategy 3

Develop a system for the ILT to communicate the trends in school-wide data to track and monitor the progress of all learners and provide evidence-based feedback to teachers

Jun 01, 2020 to Jun 14, 2022 - ILT

Develop learner leadership roles to pair them with younger learners to model how to espouse the core values of BCS.

Aug 31, 2020 to Jun 14, 2022 - Climate & Culture Team; Grade Level Teams

Implement a corrective instruction action planning process

Aug 31, 2020 to Jun 14, 2022 - ILT; Content Teams

Develop an instructional block schedule that enables teachers to provide interventions or acceleration opportunities for all learners in most lessons.

Jun 01, 2020 to Jun 14, 2022 - Scheduling Team; ILT; Administrative Team

Teacher teams develop a system of support for learners in danger of failing and provide interventions upon the first warning sign.

Aug 31, 2020 to Jun 14, 2022 - MTSS Team

Conduct quarterly surveys of families for feedback regarding instructional practices

Aug 31, 2020 to Jun 14, 2022 - ILT

Teacher teams will identify high leverage instructional strategies to be used school-wide for Literacy, Math, and Science.

Jun 01, 2020 to Jun 14, 2022 - Content Teams; ILT

Strategy 4

Design a formal structure through which school values and expected behaviors are taught and reinforced (PBIS).

Jun 01, 2020 to Nov 05, 2020 - Climate & Culture Team

Create and foster a system that widely communicates and shares incentives and consequences.

Aug 31, 2020 to Jun 14, 2022 - Climate & Culture Team; Grade Level Teams; Administrative Team

Plan and implement rituals and public forums to celebrate learners who model expectations and demonstrate behaviors that reflect the values.

Aug 31, 2020 to Jun 14, 2022 - Climate & Culture Team

Plan and implement school-wide professional learning to teach and reinforce behavioral expectations while implementing the system of incentives and consequences.

Aug 31, 2020 to Jun 14, 2022 - Climate & Culture Team; ILT; Administrative Team

Create and share clear messages about effort leading to near- and long-term success that are visible and communicated by all.

Aug 31, 2020 to Jun 14, 2022 - Administrative Team

Develop systems to track and analyze learner discipline referral and intervention data.

Jun 01, 2020 to Nov 05, 2020 - Climate & Culture Team; Administrative Team

Create a meeting schedule that supports teams analyzing data to identify structural issues that need to be addressed.

Jun 01, 2020 to Jun 22, 2021 - ILT; Administrative Team

School-wide professional learning is provided to develop a common understanding of how other individuals experience the world while not making assumptions about them.

Aug 31, 2020 to Jun 14, 2022 - Administrative Team

Develop learner leadership roles to pair them with younger learners to model how to espouse the core values of BCS.

Aug 31, 2020 to Jun 14, 2022 - Climate & Culture Team; Administrative Team

Fund Compliance

ESSA Program

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

Bronzeville Classical School does not receive any Title I funds.

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

Bronzeville Classical School does not receive any Title I funds.

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.

Bronzeville Classical School does not receive any Title I funds.

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.

Bronzeville Classical School families will receive a student progress reports communicating their performance on state assessment for the BOY, MOY and EOY annually.

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.

Bronzeville Classical School does not receive any Title I funds.

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.

Bronzeville Classical School does not receive any Title I funds.

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.

Bronzeville Classical will provide families with a plethora of opportunities to gain information, resources, training and academic supports. The weekly family newsletter, weekly classroom newsletter, parent advisory committee, room parents and ILT will serve as supports for families.

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.

BCS staff will be provided continuous support and guidance as it pertains to family engagement. Monthly meetings, quarterly academic nights and themed family activities will be provided to engage all stakeholders.

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.

Bronzeville Classical does not have a Head Start or Preschool program.

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 school communications will be relayed to parents in English and in their home language, as applicable.

Policy Implementation Activities

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

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

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

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

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

Bronzeville Classical does not have a LSC or PAC. BCS is a newer CPS school and does not receive Title I funds.

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.)

BCS will provide all students with high-quality curriculum and instruction on a daily basis within small group, whole group and personalized learning settings through out all classrooms.

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 November 18, 2020 and April 21, 2021. The conferences will consist of a brief conversation around each student's academic standings.

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

Each family will receive a progress report for their child on October 9, 2020, December 18, 2020, March 12, 2021 and May 21, 2021. These reports will be mailed home or sent home with students.

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

Staff will be made available for consultations with parents by appointment. The consultation will take place before or after the school day within the school building or via video conference.

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 volunteer as needed after receiving the proper CPS district clearance. BCS parents may coordinate with the room parent and teacher to volunteer and participate in seasonal activities and/or school programs.

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

Parents will receive a weekly classroom newsletter from their child's teacher and a weekly family newsletter from the BCS administrative team. Parents stay abreast of all school functions through the newsletters and reach out to the appropriate individuals if additional information is needed.

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

Parents can consult with the school via email or scheduled in-person meeting in regard to the education of their children.

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).

BCS students will engage in weekly core value lessons to assist them with positive behaviors. BCS students will engage in attendance incentives (trips, school store visits and treats) to motivate them to be on time and in school each day. BCS students will participate in executive functioning workshops with teachers and staff to learn and practice the life skills needed to be successful in everyday life.

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.

Bronzeville Classical School does not receive Title I funds.

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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$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