Alfred Nobel Elementary School (/school-plans/325) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
01/22/2012	ILT	CIWP
02/03/2016	Admin Team, CIWP Members	CIWP, SEF
02/08/2016	Admin Team	SEF
02/11/2016	PPLC Members	CIWP, SEF

02/19/2016	ILT	CIWP
02/22/2016	Admin Team, CIWP Members	SEF, CIWP, Strategies
03/03/2016	PPLC Members	CIWP, SEF, Strategies
03/07/2016	Admin Team	Strategies
04/25/2016	Admin Team, CIWP Members	Strategies, Action Steps
04/12/2016	Admin Team	Strategies, Action Steps
04/07/2016	PPLC Members	SEF, Strategies
04/11/2016	CIWP Members	CIWP
03/29/2016	All staff, CIWP Members	CIWP during Flex PD

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

Evidence:
-LSC Meetings (attendance rate, sign-in sheets, members present, agendas, minutes)
-5 Essentials Overview (Conducted a "findings discussion" at staff PD and LSC meetings, staff survey on google drive, agendas, minutes)
-Open House and Mission/Vision Presentation (attendance rate, sign-in sheets, PPT Deck, parent surveys)
-State of Nobel (attendance rate, sign-in sheets)
-PBIS and school-wide expectations (number of PBIS posters displayed, % of posters in every classroom, dates of PBIS assembly and school store, student surveys)
-2014-2016 CIWP, revised 2015-2016 (status monitoring and updates to CIWP)
-Teacher Mentors for novice teachers (monthly and quarterly reports from New Teacher Center)
-New to Nobel Staff Orientation (dates, agendas, minutes, sign-in sheets)
-School Improvement PD Agendas and Minutes (dates, agendas, minutes, sign-in sheets, staff feedback surveys)
-Flex PD Agendas and Minutes (dates, agendas, minutes, sign-in sheets, staff feedback surveys)
-Shared Leadership Roles and Responsibilities of Principal, Instructional Coaches, Bilingual Lead, APs, and Grade-Level Leads (Organizational Chart, Roles/Responsibilities descriptions)

Rationale:
The Principal has established a clear vision for instructional practice and with the support of the administrative team, LSC, and ILT. The instructional leadership team disseminates information to grade level teacher teams. The principal supports teachers in professional growth by providing coverage for PD outside of the school and during peer observations within the building. Community members are involved through the LSC Meetings, Bilingual Advisory Committee, and PAC meetings. The principal has created a system for empowering families and communities through parent volunteers, recess support, parent patrol, newsletters, and an open-door policy for parents. Teachers are invested in the success of the school through leadership in a variety of areas: membership on the ILT, participation on the PPLC, participants in grade level teacher teams, MTSS, Attendance, BAC, PAC, CWIP Team, and PBIS committee. After professional development, each teacher is encouraged and expected to share learning about effective practice with colleagues during teach backs and presentations.

Guide for Leadership & Collective Responsibility

- ○ **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.

- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1   2   **3**   4

Evidence:
-ILT agenda (agendas, sign-in sheets)
-ILT minutes (agendas, minutes)
-ILT performance management protocols/data review protocols (agendas and documented use of protocols)
-ILT meeting schedule and calendar of topics (google drive, shared excel sheet)
-Cycle of Professional Learning, including pre and post surveys, calendar, safe practice, peer observation, and learning walk (published calendar on google drive, survey responses in google form, schedules during peer observation, feedback during observations, data from learning walk, debriefing meetings, agendas, minutes)
-Professional Reading for Cycles of Professional Learning (% of staff who have binders of professional readings)
-Classroom video examples for Cycles of Professional Learning (listed on google drive under folder 'For Nobel Staff SY16')
-Learning Walk data (feedback forms, observation forms, calendar of Learning Walk, % of staff participating in learning walk)
-Peer Observation data (feedback forms, observation forms, % of staff participating in peer observation)
-Survey feedback from Cycles of Professional Learning (surveys, qualitative/anecdotal notes)
-Student responses from learning walk interviews (qualitative/anecdotal notes)
-Grade Level agendas (aligned to ILT agenda, minutes, sign-in sheets)
-Grade Level minutes and next steps (agendas, minutes, next steps with timelines, dates, and persons responsible)
-School-wide, grade-level, and classroom-level data analysis protocols (protocols used for data analysis, data reports)
-Literacy coach, Math coach, Bilingual Teacher Lead (roles/responsibilities of each, calendars, # of teachers supported, TeachBoost conferencing
-Intervention Block, instructional grouping, differentiated instruction based on groups

Rationale: Nobel's ILT includes representation from all grade levels and content areas, including Diverse Learners and English Language Learners. The ILT publishes a calendar and agenda topics at the beginning of the school year. The matrix includes dissemination to grade-level and teacher teams. The ILT creates Cycles of Professional Learning which helps and promotes best instructional practices through professional readings, peer observation, learning walk, safe practice and teacher team reflections. ILT meets biweekly to discuss and analyze data to monitor the implementation of the learning cycle. ILT analyzes and discusses school-wide data metrics (NWEA, ACCESS, Attendance, TRC/Dibels) to assess he implementation of the school's improvement plans. The ILT looks to identify patterns, trends, and root-causes. This analysis is followed by further analysis and deep dives into grade level performance at teacher teams and individual classroom analysis by each teacher. Data protocols are used every 6-8 weeks for reteaching, regrouping, and corrective instruction. Teachers identify plans for instructional grouping and addressing student misconceptions. ILT and teacher teams create action plans to make adjustments to their instruction and to create targeted differentiation to support particular groups of students. Network data strategist provided professional development on use of NWEA data, ILT members shared that knowledge with teacher teams.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Evidence:
-Cycles of Professional Learning (calendar, schedule, professional readings, protocols, meetings, safe practice time, peer observations, debrief sessions, reflection time, learning walk)
-Peer Observations and data (feedback forms, observation forms, % of staff participating in peer observations)
-Learning Walk and data (feedback forms, observation forms, calendar of Learning Walk, % of staff participating in Learning Walk)
-Nobel's year-long PD plan (published calendar on google drive, excel sheet)
-Flex PD (Agendas & Minutes)
-School Improvement PD Agendas & Minutes
-Teacher Growth Plan and Goal Setting Forms (completed jointly by teachers and administration)
-Instructional Coaching
-New Teacher Center Mentoring for new teachers (quarterly reports from NTC, biweekly meetings with teachers)
-Literacy coach's and Math coach's feedback and development plans to support teachers
-Pop-in Observations and feedback to teachers (feedback on Teachboost)
-REACH formal and informal observations
-Network training and 'teach backs' (sign in sheets and agendas)
-Grade Level Meetings (agendas/minutes)

Rationale:
The Cycles of Professional Learning provide opportunities to strengthen instructional practices and monitor effectiveness throughout the building. The Learning Cycle provides opportunities for teachers to collaborate through scheduled grade-level/content team meetings, peer observations, and learning walks. We use school-wide data to align professional development to stregthen teacher practice. Teachers provide professional development to colleagues and model during peer observation. Additionally, based on REACH data, the administrative team has conducted PD based on teachers' needs. Instructional coaches lead after-school series on a variety of topics: time management, organization, Readers Workshop, Math Workshop. These professional development opportunities occur before and after school. Also, during grade-level/content team meetings, special education and EL teachers participate along with all of the grade-level or content area members. In addition to these meetings, teacher meet to plan weekly instruction. Special education teacher and EL teachers collaborate with classroom teachers and, where applicable, co-teach lessons. Over the summer and winter breaks, and continuing throughout the school year, teachers meet to plan instructional units. They plan horizontally and vertically. After the Network Data Specialist provided professional development for our teachers in analyzing and utilizing NWEA data to plan effective and meaningful instruction for students. When organizing instructional coaching, each teacher meets with the principal to discuss their professional development needs (based on REACH data, student scores, observation feedback and teacher self-reflection) and they create a Teacher Growth Plan. Based on the Teacher Growth Plan, APs and Instructional Coaches create coaching plans to provide coaching to teachers. New Teachers are partnered with coaches from the New Teacher Center and receive bi-weekly coaching (in additional to support they receive from Nobel's Instructional Coaches). When teachers need to engage in peer observations or classroom visitations, resources are provided so that teachers can observe one another.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.

- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

Evidence:
-Budget and alignment with CIWP
-Teacher and student schedules
-Intervention Block schedule
-Specials Schedule
-RSPs schedules
-"Interview Team" and "Hiring Team"
-Protocols and rubrics for teacher-candidate interviews
-Parent Patrol to enhance school safety and security
-Urban Initatives Recess Program and SEL growth data
-Chicago Park District after-school program (participation data)
-Puerto Rican Lions Club: donated winter weather gear and holiday gifts (survey of needs and number of items donated)
-Girls in the Game: after-school SEL and Extra-curricular Program (quarterly effectiveness report)
-Urban Initatives: SEL-building Recess Program, after-school sports programs (quarterly effectiveness report)
-Merit School of Music: Violin, Viola, and Cello (participation data)
-Chicago Children's Choir: music and choir program (participation data)
-Mercy Home: outside support for our students and families (qualitative reports from director)
-Home Depot: partnership for school beautification and service projects (grant application, meeting agendas, project dates)
-Illinois Writing Project: enrichment opportunity for student writers (participation data and participant surveys)
-Junior Achievement: K-8 program to provide mentorship, college and career readiness (participant surveys, facilitator feedback, project dates)
-Northeastern Illinois University: teacher mentoring and student-teacher placement (status reports from associate professors)
-New Teacher Center: teacher mentoring for novice teachers (monthly reports from liaison)
-University of Southern California: Pathways to Success research program to support 8th graders as they matriculate to high school (data reports and professional development dates)
-UIC School of Theater and Music, UIC Kappa Kappa Psi music honor society: "Windy City Harmony" School Band (participation data)
-DePaul University: athletic programs and family field trips (participation data)
-Loyola University: athletic programs and family field trips (participation data)
-Art Institute of Chicago: 1,000 Words Program for teaching ELLs (professional development dates, reflections from teachers, implementation of program evident in lesson plans, field trip to institute)
-Chicago Office of City Clerk: Kids Identification Program for families (program dates and participation data)
-Illinois Secretary of State: Transportation Safety Program for students and families (program dates)
-Chicago CAPS Partnership and DREAM Program (program dates)
-High Jump: Academic Enrichment Program for middle school students (program dates and applications received)
-Community Schools Initiative (CSI/CSIx) to expand after-school programming and community involvement (various data points)
-ASPIRA after-school enrichment Program (participation data, before/during/after NWEA scores)
-Creative Arts Grant Recipient to expand arts instruction and integrate arts into core content areas (agendas/meetings, grant, lesson plans, final stage performance)
-Dancing with Class: cross-curricular, interdisciplinary partnership (metrics include number of students impacted, scheduled hours in the classroom)
-After School Tutoring and Saturday Academy

Rationale: All instructional block schedules were created to maximize instructional time and effectiveness. All instructional schedules have been created and implemented according to the CPS instructional Time Guidelines developed by CPS. A middle school and elementary school intervention block was created to differentiate and maximize student achievement. The Specials schedule has been aligned to the intervention block in order to maximize the number of support personal available during the intervention block.
The collaborative hiring process allows Nobel to hire and select the best available candidates. We have a team of administrators, and teachers that engage in the interview "process". In addition, we have utilized a questioning protocol to help us find the best teaching candidates.
Nobel currently implement several academic enrichment programs that offer differentiated opportunities to promote increased academic achievement. These programs include after school tutoring and Saturday academy classes. In addition, Nobel has teamed up with Aspira to offer students across grade levels weekly academic support and enrichment.
Nobel has partnered with several organizations and community organization to provide academic and extracurricular opportunities to students. Nobel is currently partnered with Urban Initiatives, Girls in the Game, and the Chicago Park District to provide students with extracurricular and socio-emotional development opportunities. In addition to extracurricular sports programs, Nobel has teamed up with the Merit School of Music, The Chicago Children's Choir, UIC School of Theater of Theater and Music, and the Art Institute of Chicago to offer arts enrichment opportunities to our students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.

- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1   2   **3**   4

-Curriculum Maps, Unit Plans
-Grade band planning meetings (agendas/minutes/outcomes)
-Scope and Sequences
-Interdisciplinary, thematic Unit Plans
-Assessments aligned to standards (PD agenda/minutes, lesson plans, unit plans)
-Curriculum pacing guides
-Lesson Plans
-Book Room with leveled texts
-WIDA standards in all lesson plans
-PD on Co-Teaching and strategies for Diverse Learners (agendas/minutes, Focus Monitoring data)
-PD on supporting english learners (agendas/minutes)
-Monthly bilingual meetings (agendas/minutes)
-Tiered Intervention Block (Emory, Georgetown, Butler = Exceeds, Grade-level, Below)
-NWEA Attainment and NWEA Growth data
-Grade Level Meetings (agenda/minutes)
-ILT Meetings (agenda/minutes)
-PPLC Meetings (agenda/minutes)
-Field Trip Based Learning to various partnerships including Museum of Science and Industry, Peggy Norbert Nature Museum, Shedd Aquarium, Field Museum, UIC, Loyola, DePaul, Northeastern, National Louis
-MTSS Plan (PD agenda/minutes, flowchart of implementation, action steps)
-SEL PD and SEL standards integrated into curriculum (evident on lesson plans)
-Morning Meeting Curriculum and implementation (student and teacher feedback surveys)
-Calm Classroom Curriculum and implementation (qualitative data)
-SEL integration with PBIS (Assembly, School-wide Expectations, Posters, Nobel Bucks)
-After School Tutoring
-Saturday Academy

Rationale: Teachers collaborate to create curriculum maps and unit plans for the entire school year. These curriculum maps and unit plans cover the CCSS and have built in performance tasks to check for proficiency of the standards for all Nobel students. Teachers meet once a month throughout the school year for grade-band planning meetings to examine and revise the curriculum and check alignment to the standards. Additionally, student work analysis and data analysis of the performance tasks provide teachers and curriculum coaches the opportunity to check that students are meeting the standards of the grade level, and plan for re-teaching of lessons accordingly. The school is equipped with a book room consisting of leveled texts for teachers to use when planning guided reading and/or small group instruction. The book room also provides teachers with novels to be used during literature circles and classroom sets for use with whole class instruction. With regards to EL learners, teachers, with the support of the bilingual coordinator, progress monitor the student's growth in reading, math, and ACCESS scores in order to assess how to best accommodate their needs. WIDA standards included in the lesson plans ensure that teachers are accommodating their lessons to the language needs of the students and developing their language skills as well as their curriculum skills. Monthly, the bilingual teachers meet, share successful practices, learn new ways to accommodate EL learners in the classroom, and receive updated data on all EL students in the program; both transitioning and current. To better facilitate and integrate diverse learner and English learner access to the curriculum, professional development was given by the school on co-teaching and strategies for diverse learners as well as supporting English learners. Teachers and administrators collaborated and analyzed student data, creating a tiered intervention blocked to target the specific math and reading skills of three groupings of students: exceeds, grade-level, and below. Teachers meet once a week for grade-level meetings in which professional articles are read and discussed, peer observations are planned and coordinated, protocols for student work analysis are established and conducted, and cycles of professional learning are introduced and implemented. The school has a strong Instructional Leadership Team (ILT), which meets regularly to analyze school wide data such as attendance, NWEA attainment and growth scores, TRC and DIBILS, social and emotional trends, and peer observation and learning walk data. The ILT members are responsible for disseminating the information to their grade-band colleagues by facilitating grade-level meetings. The Professional Personnel Leadership Committee (PPLC), works with the administration and ILT to review and present recommendations to the principal and the LSC on the school's Continuous Improvement Work Plan (CIWP). Teachers plan field trips to contribute to the school's curriculum by engaging students in authentic outside of the classroom learning. Field Trips include but are not limited to The Peggy Norebert Nature Museum, The Museum of Science and Industry, The Field Museum, UIC, Loyola, and The Shedd Aquarium. Teachers offer after school tutoring to support the needs of students who need additional direct instruction in order to meet the standards. The school also offers Saturday Academy, which are classes held on Saturday mornings for students that fall below the 20th percentile for attainment for reading and math. The school's curriculum includes an algebra class for 7th and 8th grade students, providing the opportunity for the advanced learners to earn high school credits upon passing the Algebra exam at the conclusion of their 8th grade year.
(MTSS plan and SEL pd and integrated standards)

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the

viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

- **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.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1   2   **3**   4

Evidence:
-Smartboards in each classroom (training on implementation)
-iPad carts for all primary grade classrooms
-School computer lab, portable laptop carts with rotation schedule
-Book Room with leveled and bilingual texts
-Classroom Libraries with multi-genre and multi-language texts
-Reading Workshop, Writers Workshop, Math Curriculum, SEPUP Materials and Curriculum
-5 Essentials data on Ambitious Instruction and Supportive Environment
-Lesson Plans
-Unit Plans
-Scope and Sequence
-Curriculum in English and Spanish
-PD on using math manipulatives (agenda/minutes)
-Multimedia integration using Facing History, Facing Ourselves

Rationale: Instructional materials are identified in the beginning of the year during curriculum planning to support student achievement. Administrators, teachers and coaches collaborate to identify materials that present learning content that increase access to all students. During curriculum planning, texts are identified at each grade level along with the texts in students' native language. Achieve 3000 and Odyssey are varied, flexible and adapted based on learning objectives and learners' needs. Achieve 3000 uses students' readability and Odyssey uses NWEA scores to match their learning based on their needs. Along with computer programs, all teachers utilize math manipulatives from Envision and CMP3, SMARTboards, iPads (K-2) and laptops in (3-8). Technology such as iPads, laptops and SMARTboards promote students' higher order, creative thinking and problem solving. There are also reference and resource materials that are readily available and circulated throughout the school. There is a professional library where teachers can check out books to enhance their instruction. Book room for teachers to check out books at different levels for students to use during guided reading and literature circle and book shelves of class set of novels that are ready to be circulated. Teachers in K-2 also have access to the Daily 5 website where they can download and read different resources along with a subscription to Raz-Kids. The Raz-Kids program provides students with E-books to read on their iPad or laptops that are at their level. Students also have an option to record their readings and teachers can use the recording for fluency assessment purpose. All teachers have access to Reading A-Z website where they can download books at different levels and lesson plans that go along with the books. Scholastic Magazine for all grades also provides teachers with the opportunity to allow students to draw on all of their learning capacities and engage in reading about current news. These materials are used by teachers to model effective strategies on how readers acquire language, knowledge, and competencies.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

Evidence:
-Learning Walks
-Pop-in Observations
-NWEA Attainment and Growth data
-PD on CCSS and rigorous tasks (agenda/minutes)
-School Improvement PD (agenda/minutes)
-Lesson Plans
-Unit Plans
-Math workshop PD (agenda/minutes)
-Weekly planning meetings for Math instruction (agenda/minutes)
-Grade Level Meetings

Rationale: During grade-level meetings, professional development, and learning walks, student work is reviewed. Teachers work to align their assessments and tasks to the Common Core and collaborate with one another on strengthening the learning experiences for their students. When teachers collaborate during school hours and after school hours, they utilize the standards to create their lesson plans and unit plans. On a weekly basis, the math department meets to plan and discuss Math Workshop. During Cycles of Professional Learning, teachers observe students engaging in the learning task and debrief on the level of engagement and level of academic discussion that the students are participating in. Students' work is reviewed during grade-level meetings, professional development, and learning walks. Teachers work to align their assessments and tasks to the Common Core and collaborate with one another on strengthening the learning experiences for all students. When teachers collaborate during school hours and after school hours, they utilize the standards to create their lesson plans and unit plans. On a weekly basis, the math department meets to plan and discuss Math Workshop. During Cycles of Professional Learning, teachers observe students engaging in the learning task and debrief on the level of engagement and level of academic discussion that students are learning. In language arts classroom and math classrooms, teachers use workshop structure to enable practice and perseverance for each individual students. The workshop structure creates an environment where students assume responsibility for high-quality work by initiating improvements, addressing critiques, making revisions, adding details and/or helping peers. For example, during the collaborative practice, students engage in academically productive discussions that allow each other to deepen their understanding about the topic. Teachers implemented sentence stems to encourage students to have academically productive discussions during all subjects. Through peer discussions, students were able to demonstrate their understanding. The school has an attendance team where they look at school wide attendance data and organize monthly incentives. There are posters that communicate the incentive and importance of attendance all around the school. Teachers have a call log they keep where they communicate with parents regarding their attendance. During curriculum planning in the beginning of the year, teachers created unit plans to align tasks with standards-based learning objectives. Weekly lesson plans are posted in their classrooms and objectives, what and the why, are communicated to students and posted daily in the front of the classroom. During grade level meeting, teachers collaborate to analyze student work samples to best support students' attainment of quality work and standards. The grade level team or the content team work together to identify instructional next steps for whole group and small groups. The school also participates in District Science Fair, where students have an opportunity to showcase their research. And language arts teachers took part in Writing Palooza, hosted by Illinois Writing Project, where students participated in workshop and shared their writing to students and parents from other schools and districts.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   **3**   4

Evidence:
-8th grade graduation rate
-Attendance data
-High School Application data
-Family High School Application Night
-Field Trips and Partnerships with UIC, DePaul, Loyola, National Louis, Northeastern
-University of Southern California Pathways to Success partnership
-High Jump (middle school mentoring and college-going program)
-Junior Achievement (goal setting, mentoring program, post-high school emphasis)
-High School Investigation Days
-High School Fairs
-Data on students eligible for selective-enrollment high schools
-7th and 8th grade Algebra (before/during/after data, attendance)
-CitySpan data
-Naviance data
-Individual student PLPs
-Preschool and Kindergarten outreach and family nights
-ELL data from grades K-4 and matriculation into 5-8
-Intervention Block
-After School Tutoring
-Saturday Academy

Rationale: Transition, College, and Career Access and Persistence were created in order to insure that all students leave secondary school with clear idea of their postsecondary education weather in apprenticeship, work or college. These pathways ensure that students are provided with the skills and knowledge fundamental to their social development and vital to their success in college and career. The school created partnerships and collaborates closely with UIC, DePaul, Loyola, National Louis University, Northeastern Illinois University, University of Southern California in order to ensure that the needs of all students are met. Additionally, the teachers' team has conducted informational sessions based on students' needs. Moreover, the school has created opportunities for students to explore college as an option. To make sure that students are meeting the academic standards the school provides them with an additional instruction targeting the specific needs of the students. Consequently, students are encouraged to attend intervention block, after school tutoring, and Saturday academy. To prepare the students for high school, they attend high school fairs and high school investigation days. To identify successful students and students who are not meeting the standards teachers and administration take the following into consideration: attendance data, ELL data, and 8th grade graduation rate.

Guide for Transitions, College & Career Access & Persistence

- ○ **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).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **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:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   **3**   4

Evidence:
-Cycles of Professional Learning (mini-lesson, questioning/discussion techniques)
-Pop-in Observations (evidence and feedback)
-Peer Observations (evidence, surveys and feedback)
-Learning Walk (evidence, data, debrief, survey, feedback)
-REACH formal and informal observations (evidence and feedback)
-REACH ratings and trends in content areas, grade-levels (matrix charted quarterly)
-NWEA Attainment and Growth data (BOY, MOY, EOY)
-PD on Formative Assessments (agenda/minutes)
-Grade-Level Meetings (agenda/minutes)
-ILT Meetings (agenda/minutes)
-IEPs and Goals for Diverse Learners
-ACCESS scores and growth data
-5 Essentials data on Ambitious Instruction, Effective Leaders, Supportive Environment
-Small Group Instruction
-Differentiated Tasks
-Tiered Intervention Groups during Intervention Block
-After School Tutoring
-Saturday Academy
-ASPIRA enrichment program
-Weekly Lesson Plans
-Common Core Standards
-Universal procedures for posting and communicating the What? and Why?
-Reading, Math, Science, and Writing Journals
-Student Work Analysis Protocol

Rationale: Teachers communicate with students by posted weekly lesson plans. Formally, identifying misconceptions while planning and during grade level meetings. Teachers model and guide students in understanding new concepts using connections to past knowledge and real-world examples outlined in lesson plans. Students use journal entries to explain their understanding of the concept and utilize the correct academic language for the subject and content.

Questioning and discussion techniques are critical to instruction. Formal REACH observations, peer observation, ILT targeted instruction area, and grade level meetings have expanded and strengthened teachers questioning and discussion skills.

Teachers develop unit assessments and base instruction on these assessments. In grade level meetings, teachers discuss professional readings on formative assessments and analyze student work using the Student Work Analysis Protocol. Using this protocol teachers adjust instruction to targeted groups through differentiation, small groups and individualized instruction.

Through tiered intervention groups during intervention blocks, students are provided instruction based on NWEA scores and subject matter. Focus is to provide scaffolded instruction to those students below grade level, content at grade level and expand content beyond grade level.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 **2** 3 4

> Evidence:
> -MTSS Binder
> -Universal Tier 1 Interventions
> -Intervention Block
> -After School Tutoring
> -Saturday Academy for all students including Diverse Learners and English Learners
> -Tier 2 strategy list for Behavior, Attendance, Social Emotional, Academics
> -Tier 3 strategy list for Behavior, Attendance, Social Emotional, Academics
> -Cycles of Professional Learning
>
> Rationale: Within our professional learning cycle, Nobel teachers have used a "Looking at Student Work" protocol to collaboratively analyze student work and adjust instruction to meet the learning goals of all students. Along with the protocol, teachers have collaborated during peer observations in order to increase the effectiveness of their co-created formative assessments. Also, Nobel implements a school-wide differentiated Tier 1 intervention block based on classroom and NWEA data. Teachers work together along with Support Personnel to address targeted academic needs in reading and math. Students in the middle school go to an alternating 40-minute block in math and reading. In the elementary school, students participate in a 30-minute block. In addition, to the daily intervention block, students who have been placed into tier 2 intervention based on test scores and classroom assessment are required to attend mandatory 12 week Saturday Academy. Furthermore, Nobel has an attendance team that actively monitors absenteeism and provides intensive support including home visits to address these issues.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

Evidence:
-Core Curriculum across all grade-levels and content areas
-MTSS system for RtI as related to Academic, Behavior, Attendance, and Social-Emotional Learning
-Dibels, mClass, TRC
-NWEA
-Unit Plans and Unit Assessments
-Intervention Block
-IEP goals and benchmarks
-Formative feedback in journals (reading, math, writing and science)
-ACCESS
-DRA groups and progress monitoring

Rationale:
Nobel uses multiple measures to assess student learning of the Common Core Standards to ensure students are moving towards college and career readiness. MTSS system is used for RTI to support students in Academics, Behavior, Attendance, and Social-Emotional Learning. Based on assessment data, small groups are formed with additional supports. The primary grades use Dibbles, mClass and TRC assessments to group students for intervention, which is embedded in their daily schedule for 30 minutes. 1st and 2nd grades have Leveled Literacy Intervention. In grades 5-8 intervention groups were based on NWEA scores in math from Spring 2015 and Winter 2016 to group students based on their RIT score. Intervention takes place daily for 40 minutes. School student data is analyzed by the ILT and each grade level is analyzed by the grade level team. Bilingual coordinator meets with the English learners. Teachers meet with the Diverse Learner Specialists, as well as the Bilingual teachers to make modifications to meet the needs of the students. Unit planning is done per grade level for the primary grades and vertically in the middle school grades including formal and informal assessments. The Cycles of Professional Learning help foster student analysis of concepts learned and re engagement activities based on the students' needs. Parents and students have access to Impact's Student Portal and Parent Portal where grades are entered weekly per subject area. Progress reports are sent to families after the first five weeks of each quarter and a final report card for each quarter is sent with two parent/teacher conferences throughout the year.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1   2   **3**   4

Evidence:
-5 Essentials data
-PD on Mindsets and Grit (agenda/minutes)
-Awards Assembly
-Student of the Month
-Attendance Recognition
-Student feedback and parent communication via Class Dojo
-Math Talks and student surveys about mathematical thinking
-PD on SEL
-Morning Meetings
-Calm Classroom
-PBIS School wide expectations displayed throughout the school
-Student work displayed in classrooms and hallways

Rationale: At the beginning of the school year, the administrative team and ILT members provided professional development to all staff members on mindsets and grit. These professional developments established the tone for the school year. The school implements PBIS school-wide expectations for safe, responsible, and respectful behaviors, with all teachers, staff, and administration partaking in rewarding this behavior when it is seen. These expectations are displayed and adhered to throughout the school: the hallways, the bathrooms, auditorium, lunchroom, and every classroom. Additionally, professional developments were provided on social and emotional learning, covering the following topics: de-escalation practices, morning meeting, and calm classroom practices. Teachers and staff utilize morning meetings and calm classroom on a daily basis to provide students with strategies and skills to cope and persevere through the many challenges and obstacles they may face. Teachers demonstrate the value of learning and hard work by displaying updated student work in the classroom and hallways. This provides students with the opportunity to take pride in their work and value their learning. The school routinely provides recognition of student success in the areas of academic behaviors by awarding one student in each classroom the 'Student of the Month' honor. Students are also recognized for their stellar attendance with monthly incentives such as Frozen Treat Social, Movie Night, and Bike Raffle. At the end of the year, the school holds an awards assembly where students are recognized for their overall success: Honor Roll, Sports Teams, After School Participation, and Perfect Attendance. Teachers, parents, and students communicate regularly with one another about their academic behaviors through math talks, student surveys, class DOJO, and newsletters. The staff communicates to parents the high expectations for all students and demonstrates an investment in student outcomes. Lastly, the school utilizes 5E data to set goals and to improve school culture and learning

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**

- Use strategies to reinforce and cultivate student curiosity.
- Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
- Consistently communicate the expectation that all students can achieve at high levels.
- Utilize strategies to encourage daily and timely attendance.
  - **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - Recognize high levels of student achievement. All students receive recognition.
    - Encourage student resilience and hard work.
    - Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

Evidence:
-5 Essentials data
-Morning Meeting (survey reflections from teachers and students)
-PBIS (assemblies)
-SEL PD (agenda/minutes)
-Teacher's monthly newsletters
-Family Fun Night
-Parent Call Logs
-Report Card Pick-Up Scheduled Conferences

Rationale: PBIS is used to promote positive environment, positive relationships, and positive behavior. Teachers demonstrate the value of home language and culture by sending home bilingual newsletters, notes, and assignments. Teachers utilize Morning Meeting with students in order to build community, positive relationships, respect, diverse cultures and diverse communities. Teachers incorporate learning strategies such as projects, group work, project based learning, and peer buddies in order to build social skills and relationships. Translators are always available to assist with calls and parent conferences. Partnerships are formed in order to connect community partners, parents, teachers, students, and administration. These partnerships include WOG (walk and jog in the morning), Community Clean Up, Parent Patrol, and Family Field Trips. Teachers communicate with parents/guardians on an on-going basis and track these conversations/meetings in a Parent Call Log. Appointments are scheduled for report card pick-up to further discuss a student's progress and setting goals. Family Fun Night is an event where teachers, parents and students engage in a group activity to further the relationships between these groups.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

Evidence:
-Cheerleading (participation data)
-Debate Team (participation data)
-Chess Club (participation data)
-Battle of the Books (participation data)
-7th and 8th grade Algebra (participation data)
-ASPIRA (participation data)
-Merit School of Music Strings Program (participation data)
-Chicago Children's Choir (participation data)
-After School Tutoring (participation data)
-Boys and Girls Basketball (participation data)
-Boys and Girls Soccer (participation data)
-Flag Football (participation data)
-Volleyball (participation data)
-Girls in the Game (participation data)
-Lesson Plans and projects that reflect student choice
-Unit Plans/Scope and Sequence that discuss POV, current events, and high-interest topics

Rationale: More than half of the student body participates in extra curricular and enrichment opportunities. Student surveys indicate that students are developing teamwork, leadership, interests, dedication and perseverance.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   **3**   4

Evidence:
-School Safety Handbook and Procedures
-5 Essentials
-PBIS
-Student Code of Conduct
-Security
-Parent Patrol
-PD on Classroom Management, Building Rapport with Students, and Deesclation Techniques
-FIMS emergency information up-to-date
-In compliance with all emergency preparation drills
-Classroom Referral Forms
-Office Discipline Referral Forms
-Classroom Management Flowchart and Behavior Matrix

Rationale: The Principal as well as the staff; have worked hard at creating and maintaining an environment that is safe and orderly. As a staff, school we refer to the school handbook to follow proper protocols and procedures on how to handle discipline and fill out classroom referral forms. Nobel bucks are given to students who are safe, responsible and respectful. As a school we participate in Calm Classroom, which promotes calmness and helps with classroom management. We have security guards on each floor in our school. Behavior Matrix is located all over the school, reminding our students of expected behaviors.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 **2** 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Evidence:
-Behavior Management Flowchart
-Office Managed vs. Teacher Managed Flowchart
-Restorative Practices
-Classroom Environment PD in BOY
-Behavior Reflection Forms
-Classroom Referrals
-Office Referrals
-Restorative Conversations
-Corrective Conversations
-Conferences
-Misconduct Discipline data from Dashboard
-5 Essentials
-MTSS and Tiered approaches to behavior, social-emotional, and counseling
-PDs on Restorative Justice and Supportive Discipline
-Behavioral Health Team weekly meetings (agendas/minutes/referrals)
-PBIS to teach and prevent behavior infractions (assemblies, posters, Nobel bucks)

Rationale: Nobel has school-wide expectations and implements PBIS to teach and prevent behavior infractions through assemblies (modeling good behavior throughout the building); posters throughout the building stating how to "Be safe," "Be responsible," and "Be respectful, " as well as behavior expectations and routines for hallway, bathroom, classroom, cafeteria, and recess; and the distribution of Nobel bucks for showing good character and modeling the 3 B's. Nobel bucks are also distributed to students as an attendance award who are present in school. Nobel bucks may also be used in the Nobel Buck Store, where students can save their Nobel Bucks and use them to purchase student desired items. Calm classroom, De-escalation, and Morning Meeting PD's are held throughout the school year to emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. MTSS and Tiered approaches to behavior, social-emotional, and counseling are also provided. Nobel uses the student code of conduct and restorative practices such as restorative conversations, peace circles, learning and listening circles, behavior reflection forms, parent conferences, and alternatives to suspension in order to maximize student time in the classroom and reduce the amount of time students are serving in-school suspension or out-of-school suspension. The Behavior Management Flowchart outlines for stakeholders how restorative approaches are used and when they are implemented during supportive discipline interactions.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**

- Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
    - **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
        - Ensure classroom instruction continues when problem behavior occurs.
        - Prefer responses that do not remove students from regular instructional setting or after school activities.
        - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
        - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
        - Support teachers to engage in restorative conversations or respond to behavior incidents.
        - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
        - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
            - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
            - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
            - Designate space and consistent staff to support implementation of ISS.
    - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1   2   **3**   4

Evidence:
-PAC
-BAC
-LSC
-Parent Computer Classes
-Family field trips
-Parent surveys
-Parent Patrol
-Open House
-Family Reading Night
-State of Nobel
-5 Essentials Survey
-All communication sent home in English and Spanish
-Report Card Pick Up Rates
-Weekly parent lunch fundraiser for 8th grade trip to Washington, DC
-Black History Month Assemblies
-Hispanic Heritage Assemblies
-Winter Music Concerts
-Dancing with Class Cultural Diversity Spring Assembly
-Monthly Student of the Month Assembly
-Parent sign-up and orientation for Parent Portal during Open House
-Family Field Trips
-Blackboard communications (email, texts, calls) to parents
-Tier 2 and Tier 3 Attendance Interventions with parents, teachers, administrators
-Translators available for all parent conferences, report card pick up, meetings, phone calls
-Parent and Student Handbook

Rationale: Nobel continues to foster an inviting community and focuses on creating strong parent partnerships in several ways. Parents and families have yearly opportunities to participate in Literacy Nights, along with Family Fun Nights. On these nights, parents and families are invited into Nobel to participate in a variety of engaging activities. On family nights, parents and families are provided with a menu of age-appropriate options. Families travel to several different classrooms to engage in reading, writing, math, and art activities. At the end of the event, we hold a rally and provide student prizes. In addition, Nobel encourages parents to attend the annual open house and annual neighborhood potluck. This potluck takes place yearly during a designated nighttime LSC meeting. At this potluck, teachers and parents have an opportunity to connect and socialize while eating dinner.
Monthly grade level newsletters written in both, English and Spanish, foster ongoing communication between teachers and parents. In these newsletters, parents can read about what their child is learning, and also be informed about important upcoming dates on the school calendar. Additionally, the newsletters provide parents with resources and suggestions for supporting their children academically at home. In addition to the newsletter, teachers keep daily call logs and are encouraged to frequently communicate with parents on the phone and in person.
Parents are encouraged to provide annual feedback through the 5 essentials survey. During Report Card Pickup night, families are encouraged to offer their feedback. In addition to the surveys, parents were encouraged to sign-up and were offered an orientation on Parent Portal during Open House.

Guide for Parent Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
    - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
    - Host events for parents to share with other parents how home and school complement each other.
    - Share best practices around learning and development with parents to support students at home.
    - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
    - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
    - Assist parents to volunteer in the school and/or participate on teams/committees.
    - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 **5** ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 **4** 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)   16 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
2014-2015 data indicated that 80% of students met their growth targets and 20% of students are not meeting grade-level expectations in reading.	86.00	80.00	87.00	90.00
National School Growth Percentile - Math				
2014-2015 data indicated that 67% of students met their growth targets and 33 % of students are not meeting grade-level expectations in reading.	23.00	67.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
2014-2015 data indicated that 58.9 % of students met their growth targets and that 41.1 % of students are not meeting national average growth norms.	56.60	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				
2014-2015 data indicated that our African-American sub group had a growth percentile of 62%.	57.00	62.00	70.00	75.00
Hispanic Growth Percentile - Reading				
2014-2015 data indicated that our Hispanic sub group had a growth percentile of 82%, however during the 2013-2014 school year the growth percentile was 90. Our instruction needs to return to the 90th percentile.	90.00	82.00	85.00	90.00
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
2014-2015 data indicated that our diverse learners scored in the 3rd percentile for growth. A shift in instructional practices and co-teaching strategies, fidelity in implementation of accommodations and modifications, and more individualized instruction is needed to result in a higher percentile.	1.00	3.00	15.00	30.00
African-American Growth Percentile - Math				
2014-2015 data indicated a growth of 52 percentile for our African-American sub group. The instructional focus will need to continue to be monitored to ensure fidelity and upward momentum.	13.00	52.00	60.00	70.00
Hispanic Growth Percentile - Math				
2014-2015 data indicated a growth of 69 percentile for our Hispanic sub group. The instructional focus will need to continue to be monitored to ensure fidelity and upward momentum.	26.00	69.00	75.00	80.00
English Learner Growth Percentile - Math				

	2014-2015	2015-2016	2016-2017	2017-2018
N/A	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Math

2014-2015 data indicated that our diverse learners scored in the 3rd percentile for growth. A shift in instructional practices and co-teaching strategies, fidelity in implementation of accommodations and modifications, and more individualized instruction is needed to result in a higher percentile.	34.00	15.00	20.00	30.00

National School Attainment Percentile - Reading (Grades 3-8)

2014-2015 data indicated that our National School Attainment was 43rd Percentile.	36.00	43.00	50.00	56.00

National School Attainment Percentile - Math (Grades 3-8)

2014-2015 data indicated that our National School Attainment was 54th Percentile.	50.00	54.00	60.00	66.00

National School Attainment Percentile - Reading (Grade 2)

2014-2015 data indicated that our National School Attainment was 13th Percentile	14.00	13.00	19.00	24.00

National School Attainment Percentile - Math (Grade 2)

2014-2015 data indicated that our National School Attainment was 13th Percentile	21.00	13.00	19.00	24.00

% of Students Making Sufficient Annual Progress on ACCESS

2014-2015 data indicated an increase in the percent of students making sufficient annual progress on ACCESS, however 50% of students are still not making sufficient progress. Bilingual Lead Teacher will coach instruction and monitor to ensure fidelity.	40.40	45.80	53.00	60.00

Average Daily Attendance Rate

2014-2015 data indicated that our average daily attendance rate was 94.9%.This is down .5 from the 2013-2014 school year. Our goal aligns with the district's goal of 96%.	95.40	95.30	96.00	96.00

My Voice, My School 5 Essentials Survey

Well-Organized	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we focus on key levers within our core instructional program, which include targeted instructional areas, cycles of professional learning, peer observations, learning walks, formative feedback after pop-in observations, pre-observation and post-observation conferences during REACH evaluations, and our intervention block.	then we will see questioning and discussion techniques that deepen student understanding and increase challenge, scaffold instruction to ensure that all students (including diverse learners and English learners) are accessing and engaging in complex tasks, effective use of progress monitoring, integration of formative assessment into instruction, and adjustments in instruction to address student misunderstandings or to advance the needs when students are ready for enrichment	which leads to increased attainment in Reading and Math as evident on standardized assessments such as NWEA (including our sub-group populations), specifically addressing the reading growth, which in SY15 was 80th percentile and math growth, which in SY15 was in the 67th percentile. With respect to our subgroups, 62% of African American students are meeting or exceeding their growth targets in reading and 52% in math, 82% of Hispanic students are meeting or exceeding their growth

opportunities,			targets in reading and 69% in math, and 3% of diverse learners are meeting or exceeding their growth targets in reading and 15% in math.	

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning

Area(s) of focus:
1, 2, 3, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Through the implementation of Nobel's Cycle of Professional Learning (6-8 week cycles), Reading coach and Math coach will provide support to all grade levels and staff based o the Targeted Instructional Area (TIA) in order to strengthen Tier 1 instruction. Reading coach will support teachers in Nobel's Powerful Practice to implement effective, best practices in Language Arts and Mathematics. Nobel will use peer observations, learning walks to gather data and adjust instruction.	Mr. Adrianzen, Ms. Lempke	Sep 1, 2016 to Dec 23, 2016	--Calendar for 1st Cycle of Professional Learning, Schedule for Peer Observations, --Agendas, Grade-Level Meetings, --Feedback surveys from teachers, --Feedback during observations on Teachboost	Not started

MTSS, Literacy/Reading, Math, Core Instruction, Professional Learning, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning

Reading coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA. Reading coach will support teachers by going into the classroom to plan, model, implement ELA lessons, observe and coach.	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016 to Dec 23, 2016	--Schedule of Meeting times, -documentation and feedback on Teachboost	Not started

Literacy/Reading, Core Instruction, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Bilingual

Reading coach will work weekly with teacher teams to create acton plans and ensure implementation of those plans around NWEA and other data points.	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016 to Jun 23, 2017	--action plans, --agendas, --minutes, --feedback on Teachboost	Not started

Literacy/Reading, Core Instruction, Assessment, Instructional Coaching, Bilingual

Reading coach will schedule training for intervention computer-based programs.	Mr. Adrianzen, Ms. Lempke	Aug 1, 2016 to Sep 30, 2016	--PD agendas, --coaching calendar	Not started

Literacy/Reading, Professional Learning, Instructional Coaching, Bilingual

Reading coach will create a schedule to ensure that computer-based reading intervention programs are being used and monitored in the classroom to meet the needs of all learners.	Mr. Adrianzen, Ms. Lempke	Aug 1, 2016 to Jun 23, 2017	--Data reports on usage, --BOY/MOY/EOY data	Not started

Literacy/Reading, Instructional Coaching, Bilingual

Reading coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles.	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016 to Jun 16, 2017	--Calendars of cycles (after November, a new cycle will be completed) --Weekly agendas/minutes of grade-level meetings --Teachboost log of support from coaches	Not started

Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual, Tia

Reading coach will support teachers by going into the classroom to plan, model, and implement ELA lessons. Support will be personalized to meet the individual needs of each teacher.	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016 to Jun 30, 2017	--Teachboost log of support from coaches --minutes /agendas from admin meetings	Not started

Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual

Reading coach will create a schedule that supports new and veteran teachers, differentiating based on the needs of each individual teacher.	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016 to Jun 30, 2017	--schedule --Teachboost log of interactions with teachers --goal setting sheets for teachers	Not started

Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Biling

Reading coach and ILT grade-level teacher representatives will work weekly with teacher teams to create action plans and ensure implementation of those plans around NWEA and other data points.	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016 to Jun 30, 2017	--agendas /minutes from grade-level meetings --corrective action plans --feedback during observations documented on teachboost --data analysis sheets --BOY, MOY, EOY data	Not started

Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual

Reading coach will work extensively with students pulling small groups (in grade-level groups, K-1, 2nd, 3-4th, and 5-8) for intensive intervention instruction based on student-needs and current student-data.	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016 to Jun 30, 2017	--intervention schedule --BOY, MOY, EOY data	Not started

Literacy/Reading, Bilingual

After school tutoring programs and Tier 2 instructional programs will be implemented to provide additional, targeted instruction for students.	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016 to Jun 30, 2017	--ASPIRA enrollment & schedule --teacher tutoring schedules and participants	Not started

MTSS, Literacy/Reading, Bilingual

Saturday Academy will be implemented to provide additional small group instruction, one-on-one conferencing, and supplemental instructional to students.	Mr. Adrianzen	Sep 1, 2016 to Jun 30, 2017	--participants and attendance numbers --lesson plans --BOY, MOY, EOY data	Not started

MTSS, Literacy/Reading, Bilingual

Reading coach will work with Science and Specials teachers to identify, create, and implement lesson plans that integrate non-fiction reading, comprehension strategies and reading skill development.	Mr. Adrianzen, Ms. Lempke	Sep 5, 2016 to Jun 30, 2017	--Collaboration Logs on Teachboost --Lesson Plans --feedback on observations on Teachboost	Not started

Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual

Assistant Principal will work to support initiatives related to instruction, Tier One and Tier Two instruction, and provide teachers with feedback on their instruction as it relates to student learning. Regular data from formative assessments, Gradebook, TRC/Dibels, and NWEA will determine priorities and areas of support.	Mr. Adrianzen, Mr. Riggs	Sep 5, 2016 to Jun 30, 2017	--feedback on pop-in observations on Teachboost -BOY/MOY/EOY data --Lesson Plans	Not started

MTSS, Literacy/Reading, Math, Instructional Coaching, Bilingual

Math coach will develop a monthly schedule and calendar to provide professional development to all grade levels based on best practices in math that support the math curriculum and the school's Targeted Instructional Area. The focus of this professional development will be determined based on NWEA, teacher assessments, unit assessments and the teacher's professional growth goals.	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Calendar --Schedule --Collaboration logs on Teachboost --Lesson Plans --feedback on observations on Teachboost --Teacher's ratings on REACH --BOY/EOY data	Not started

Math, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Bilingual, Tia

Math coach will develop a weekly schedule to work one-on-one with teachers to differentiate support for teachers with math instruction. Math coach will support teachers by going into the classroom to plan, model and implement math lessons based on their personalized professional learning plans and their individual needs.	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Collaboration logs on Teachboost --Schedule --Calendar --Lesson plans --personalized professional learning plans	Not started

Math, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual

Math coach will work weekly with teacher teams to create action plans and ensure implementation of those plans around NWEA and other data points.	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Agendas /minutes from Admin Team Meetings --Meeting Schedule --Calendar --ILT Progress Monitoring each quarter --Action Plans based on teacher's classroom data	Not started

Math, Instructional Coaching, Teacher Teams/Collaboration, Bilingual

Math coach will schedule training for computer-based intervention programs and new math curriculum.	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Dec 30, 2016	--Training /PD dates and participation numbers --Teacher survey's after PD	Not started

MTSS, Math, Professional Learning, Bilingual

Math coach will ensure that computer based math intervention programs are being used in the classroom to meet the needs of all learners.	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Usage reports --Pop-in observations onTeachboost	Not started

MTSS, Math, Bilingual

Principal, APs and Coaches will lead performance management meetings in teacher teams to ensure that action plans are created and implemented to meet the needs of the learners.	Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--PM meeting dates, agendas, minutes --Quarterly monitoring by ILT, PM tools, notes, minutes --Status updates on Action Plans	Not started

Literacy/Reading, Math, ILT, Bilingual

Math coach will work extensively with students pulling small groups (in grade-level groupings, K-1, 2nd, 3-4th, and 5-8th) for intensive intervention instruction based on student-needs and current student-data.	-Mr. Oberts, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Intervention Schedule --BOY/MOY/EOY data --Student data binders, data wall	Not started

MTSS, Math, Bilingual

Administration will monitor instruction through pop-on observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals.	Mr. Adrianzen, Mr. Riggs, Ms. Monks	Sep 5, 2016 to Jun 30, 2017	--Feedback on pop-in observations on Teachboost --Ratings and feedback in Reflect and Learn --Teacher's professional growth plans and supporting documentation (BOY-EOY comparison) --Agendas/Minutes from Admin Team Meetings --Look-for lists and checklists during walk throughs.	Not started

Core Instruction, Instructional Coaching, Personalized Learning, Bilingual, Instruction

Strategy 2

If we do...

If we fully implement a system of academic and social emotional supports for all students (MTSS) that includes universal academic and SEL instruction in the core curriculum (Tier 1), additional targeted academic and SEL supports when needed (Tier 2), and deep/intense supports based on individual and small group needs (Tier 3)...

...then we see...

then we will see a customized learning environment and approach to teaching where teachers are providing universal supports to prevent failures, absenteeism, student misbehaviors, teachers are using restorative practices and restorative responses to address student SEL needs, teachers are using progress-monitoring data to make adjustments in instruction, teachers are leading classroom instruction more effectively by planning and adapting lessons to address students' academic and SEL needs, teachers are maintaining up-to-date student profiles that include strengths, needs, motivations, and an individualized plan to reach their goals, teachers and Teams are referring students for additional academic or SEL support, Teams are planning and implementing targeted student supports with varied instructional strategies and SEL support, Teams are monitoring appropriate interventions for students and/or small groups, Teams are revising interventions for students and/or small groups not making adequate progress, and teachers are receiving professional development that is tailored to meet the needs of the teachers and staff who are implementing and monitoring MTSS...

...which leads to...

which leads to an increase in the overall number of students who are meeting/exceeding national average growth norms, which in 2015 was 58.9%, overall, an increase in our attainment percentile in Reading and Math, which in 2015 was in the 43rd percentile in Reading and in the 54th percentile in Math, an increase in our average daily attendance rate, which in 2015 was 94.9%, and an increase in the use of restorative practices and approaches which will yield a decrease in the number of incidents/misconducts that result in suspension, which in 2015 was 24.8%.

Tags:
MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches

Area(s) of focus:
1, 2, 3

Action step ❓ | **Responsible** ❓ | **Timeframe** ❓ | **Evidence for status** ❓ | **Status**

All staff will be trained on Nobel's MTSS Plan and MTSS tiers as they relate to academic, behavior/SEL, and wellness.	Administration	Aug 29, 2016 to Sep 30, 2016	--Agenda /minutes --Attendance sheets --Teacher survey --Follow-up date for review --pop-in observation feedback to monitor implementation of aspects teachers were trained on	Not started

MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Instruction

All teachers will be trained on maintaining student profiles that identify student's strengths, needs, motivations, and individualized plans to reach goals.	Administrative Team	Aug 29, 2016 to Sep 30, 2016	--PD with agenda --attendance at PD --teacher survey --follow up support/one-on-one to address teacher questions	Not started

MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Personalized Learning, Instruction

All teachers will create and maintain student profiles (binders) that identify students' strengths, needs, motivations, and individualized plans to reach goals.	Mr. Adrianzen, Mr. Riggs, Ms. Monks	Sep 5, 2016 to Jun 30, 2017	--feedback on walk throughs to monitor binders on Teachboost --monthly monitoring and checks of binders being updated --agendas/minutes of monitoring during Weekly Admin Team Meetings --BOY/MOY/EOY data --	Not started

MTSS, Behavior and Safety, Climate and Culture, SEL, Personalized Learning, Bilingual, Instruction

Teachers will deliver core instruction that is designed to meet the needs of all learners, including ELs, diverse learners, sub-groups, and gifted learners which includes differentiating instruction, making impromptu adjustments in instruction, utilizing formative assessments, and progress monitoring.	Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Pop in Observation with immediate feedback to teachers --Professional Development in the use of formative assessments to adjust instruction	Not started

MTSS, Core Instruction, Bilingual, Instruction

Teachers will provide structures and systems for creating a positive school/classroom culture (PBIS) as well as explicit and integrated instruction of social-emotional skills (Morning Meeting).	Mr. Adrianzen, ILT	Sep 5, 2016 to Jun 30, 2017	--PBIS posters --Classroom expectations --Morning Meeting observed in the classroom --Nobel Buck store --Nobel Bucks distributed and the rate of distribution	Not started

MTSS, Behavior and Safety, Climate and Culture, SEL, Bilingual

Nobel will create a Behavior Health Team that provides additional supports at the Tier 2 and Tier 3 level for behavior/SEL and wellness.	Ms. Delgadillo, Mr. Adrianzen	Aug 1, 2016 to Sep 30, 2016	--Team members identified --Meetings set on Calendar --Protocols for Meetings	Not started

MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual

Nobel's leadership will meet weekly to discuss Student Monitoring across MTSS (Behavior, Attendance, Grades).	Ms. Delgadillo, Mr. Riggs, Ms. Monks, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Agendas --Referrals, attendance records, and grades	Not started

MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual

Behavioral Health Team will meet weekly to discuss referrals, check in on any previous support provided to individual students and/or small groups, monitor progress and effectiveness of supports, provide recommendations to teachers and families, and determine appropriate interventions or revise interventions when needed.	Ms. Delgadillo, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Agendas --Minutes --Action Steps from minutes --Follow-up and accountability reports	Not started

MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual

Administration will provide staff professional development on restorative practices, corrective conversations, and deescalation techniques.	Ms. Delgadillo, Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--PD dates --Agendas from PD --Staff survey feedback after PD --Sign in Sheets	Not started

MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Restorative approaches

Administration will retrain staff on Calm Classroom and PBIS during BOY PD.	Ms. Delgadillo, Mr. Adrianzen	Aug 1, 2016 to Sep 30, 2016	--agendas --sign in sheets --teacher surveys/feedback sheets after the PD	Not started

MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL

Administration will train staff on "Nobel's Behavior Management Steps" and using office referrals to ensure consistent school-wide responses to student behavior management and misbehaviors during BOY PD.	Ms. Monks, Mr. Adrianzen	Aug 1, 2016 to Sep 30, 2016	--Sign in sheets --Agendas --Teacher survey/feedback results after the PD --discipline documents	Not started

MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL

Administration will monitor the completion of classroom and office referral forms. Teachers will make copies of the forms and place them in the assistant principal's mail box (classroom ones) and give them to security/admin immediately (office ones).	Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Discipline documents --binder of referrals --entry into Verify	Not started

MTSS, Behavior and Safety, Climate and Culture, SEL

ILT will monitor the percentage of misconducts resulting in suspension each quarter using Dashboard and assess the usage rate of restorative approaches vs. punitive driven consequences.	Mr. Adrianzen, ILT	Sep 5, 2016 to Jun 30, 2017	--Dashboard data reports --Performance Management meeting during ILT --Usage rate of RJ approaches vs. suspension	Not started

MTSS, Behavior and Safety, Climate and Culture, SEL, ILT

Support implementation of PBIS by replenishing items in our Nobel Buck store to encourage positive and respectful behavior, thereby limiting the number of disciplinary actions and/or suspensions.	Ms. Greco, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Calendar of Nobel Store and schedule of when students can shop by homeroom --Orders of items for store --schedule of coverage for teachers --schedule of workers for Nobel store	Not started

MTSS, Behavior and Safety, Climate and Culture, SEL

Create Personal Learning Plans (PLPs) where individual goals and intervention strategies are used to support students who require additional help (Plans will be reviewed every 5 weeks).	Ms. Monks, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	-PLPs -5 week reports -team meeting dates and status reviews.	Not started

MTSS, Attendance, SEL, Personalized Learning, Bilingual, Instruction

Administration will ensure the implementation of the PLPs is occurring by reviewing data every 5 weeks, determining the effectiveness of the strategies, and adjusting the plans as needed.	Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	-PLP Reviews and Status Updates -PLP 5-week data reports	Not started

MTSS, Attendance, SEL, Data Use, Personalized Learning, Bilingual, Instruction

Teachers will use progress-monitoring data to make adjustments in instruction every 2-3 weeks.	Administrative Team	Sep 5, 2016 to Jun 30, 2017	-PM Data -Corrective Instruction Plans -Lesson Plans	Not started

MTSS, Data Use, Instruction

Administration will monitor the fidelity in which teachers progress monitor and how frequently they utilize the progress monitoring data to adjust instruction on a monthly basis.	Administrative Team	Sep 5, 2016 to Jun 30, 2017	-Lesson Plans -Feedback on Teachboost -PM Data	Not started

MTSS, Data Use, Bilingual, Instruction

Teachers lead classroom instruction more effectively by planning on a weekly basis and adapting lessons to address students' academic and SEL needs.	Administative Team	Sep 5, 2016 to Jun 30, 2017	--Lesson plans will include SEL competencies in addition to CCSS standards and instructional/pedagogical approaches. --feedback on lesson plans on Teachboost	Not started

SEL, Bilingual, Instruction

Counselor will plan lessons with teachers and schedule times in which to lead and observe Morning Meeting.	Ms. Delgadillo, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Counselor's calendar and schedule with teachers --observation feedback on Teachboost	Not started

SEL, Bilingual, Instruction

Urban Initiatives will implement a SEL-based recess program on a daily basis.	Coach JP, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	--Quarterly reports from Urban Initatives that includes qualitative and quantitate data from SEL program.	Not started

SEL

Strategy 3

If we do...	...then we see...	...which leads to...
If we strengthen our bilingual program, including vertical and horizontal alignment of curriculum, instructional strategies for ELs, family/community engagement, and professional development for teachers...	then we will see lesson and unit plans that align standards, instruction and learning that sufficiently prepares students to transition out of the bilingual program, an increase in family and community engagement through family field trips, an increase in participation in parent education classes, and an increase in student attendance, and teachers utilizing strategies that they learned at PD in their classrooms....	which leads to an increase in the number of students making sufficient annual progress on ACCESS, which in 2015 was 45.8%.

Tags:
MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction

Area(s) of focus:
1, 2, 3, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
EL liaison will support bilingual teachers in the classroom by planning, modeling, and implementing effective lessons to address the needs of our EL students. Support will be personalize to reflect the individual needs of each teacher.	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016 to Jun 30, 2017	-Calendar of schedule -Teachboost collaborative sessions -Lesson plans	Not started

English Learners, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction

EL liaison will meet with teachers during weekly grade-level meetings to discuss data points to monitor the progress of EL students.	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016 to Jun 30, 2017	-Agendas/Minutes -Data points of EL students	Not started

English Learners, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction

EL Liaison will develop a monthly schedule to provide professional development for bilingual teachers with a focus on effective strategies to address the instruction of English Learners.	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016 to Jun 30, 2017	-Schedule and Calendar of Events -Professional Development agendas/minutes -PD sessions/registration	Not started

English Learners, Professional Learning, Personalized Learning, Bilingual, Instruction

EL Liaison will monitor EL lesson plans on a weekly basis to ensure that all plans include WIDA standards.	Ms. Mendoza, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	-Teachboost feedback -Lesson Plans	Not started

English Learners, Bilingual, Instruction

EL Liaison will meet with teachers of bilingual students once a month and provide professional development.	Ms. Mendoza, Mr. Adrianzen	Sep 5, 2016 to Jun 30, 2017	-PD agendas/minutes -sign in sheets	Not started

English Learners, Professional Learning, Bilingual, Instruction

EL Liaison will monitor instruction on a biweekly basis by providing formative feedback to teachers.	Ms. Mendoza, Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	-Feedback on Teachboost -Schedule of classroom visits	Not started

English Learners, Bilingual, Instruction, Collaboration

EL Liaison will provide weekly status updates on progress during administrative team meetings.	Ms. Mendoza, Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	-agendas/minutes -bilingual report	Not started

English Learners, Bilingual

Strategy 4

If we do...	...then we see...	...which leads to...
implement a 360 support system for maintaining and improving attendance and/or tardies which includes creating welcoming classrooms, utilizing community-building curriculum like Morning Meeting, establishing Weekly/Monthly/Quarterly Incentives, providing public recognition and promotion, monitoring trends with visible goal tracking, partnering with parents and community resources, and developing Attendance Intervention Plans at the Tier 2, 2.1, 2.5 and 3 levels....	more students attending school on a regular, consistent basis...	Nobel's attendance going from 94.9% in 2015 to 96%.

Tags:
Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community

Area(s) of focus:
1, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will analyze end of year student data to create action plans to increase attendance, which may include home visits, parent meetings, individualized goal setting, incentives, and interventions.	Mr. Adrianzen Ms. Monks	Jul 5, 2016 to Aug 26, 2016	--Action Plans --Attendance Team's purpose, vision, agenda, minutes, team members --Home visits --Attendance Intervention Plans --Parent Conferences --Progress Monitoring of plans --Revising Action Plans based on current data	Not started

Attendance, Intervention, Data, Parental involvement, Communication

Classroom Teachers will recognize students with perfect attendance each week in the classroom on Fridays. Announcements will be made to remind teacher to recognize students.	Mr. Adrianzen Ms. Monks	Aug 1, 2016 to Jun 30, 2017	--Weekly announcements on PA system --Postings in classrooms about students with perfect attendance	Not started

Attendance, Data

Teachers will display weekly attendance on a graph and review the data with their students.	Mr. Adrianzen Ms. Monks	Aug 1, 2016 to Jun 30, 2017	--Graphs posted on doors with current data graphed	Not started

Attendance, Data

Maintain an attendance bulletin board on the first floor.	Mr. Adrianzen Ms. Monks Ms. Gracia	Sep 6, 2016 to Jun 30, 2017	--Bulletin Board updated on a weekly basis with current data	Not started

Attendance, Data

Nobel will celebrate homerooms with the highest weekly attendance rate with a the traveling "Awesome Attendance Award" trophy.	Mr. Adrianzen Ms. Monks	Sep 6, 2016 to Jun 30, 2017	--Pictures will be taken to recognize the homeroom each week and the trophy will be delivered to the classroom.	Not started

Attendance, Data

Each month, various incentives will be held to motivate and recognize students with perfect attendance (movie night, polar treat night, raffles, out of uniform day).	Ms. Monks Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	--Number of participants at each event.	Not started

Attendance, Data

Establish and create an Attendance Team that will organize important incentive events, facilitate Attendance Intervention Meetings, and monitor how effective initiatives are and if strategies are being used with fidelity.	Ms. Monks Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	--Attendance team meetings, members present, agendas, minutes, milestones, action plans, progress monitoring of strategies	Not started

Attendance, Intervention, Data

Conduct parent conferences for students who have attendance rate below 93%. Develop Attendance Intervention Plans with parent, admin, teacher and students in order to increase attendance and work to identify and then solve the root cause of the attendance issue.	Ms. Monks Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	--Attendance Intervention Plans --Parent Meetings with sign in sheets --Data monitoring and follow-up forms	Not started

Attendance, Intervention, Data, Parental involvement

Send letters home educating parents and families about the importance of Good Attendance.	Ms. Monks Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	--fliers sent home --posted to website and twitter	Not started

Attendance, Intervention, Data, Parental involvement, Community

Educate parents on good habits in attendance at State of Nobel, Open House, Report Card Pick Up Days, monthly newsletters home, LSC Meetings, BAC, PAC.	Mr. Adrianzen Ms. Monks	Sep 5, 2016 to Jun 30, 2017	--Sign in sheets at family functions --Copies of newsletters --agendas, minutes LSC, BAC, PAC	Not started

Attendance, Data, Parental involvement, Community

Conduct Home Visits of students who are chronically absent when needed.	Mr. Adrianzen, Mr. Riggs	Sep 5, 2016 to Jun 30, 2017	--Communication Logs --Wellbeing visits	Not started

Parental involvement, Community

Ensure that teachers are accurately recording attendance data and double-check attendance submission on a daily basis.	Mr. Adrianzen, Ms. Monks	Oct 3, 2016 to Jun 30, 2017	--Paper attendance books, tardy slips, excused absence forms	Not started

Attendance, Data

Monitor progress at Attendance Team Meetings and ILT Meetings where action plans can be revised and updated based on progress.	Mr. Adrianzen Ms. Monks	Oct 3, 2016 to Jun 30, 2017	--ILT agendas, minutes --Action Plans --Attendance Team agendas, minutes	Not started

Attendance, Data

Utilize PLPs to track student attendance and provide additional supports.	Ms. Monks, Mr. Adrianzen	Oct 3, 2016 to Jun 30, 2017	-PLP reports -progress monitoring updates	Not started

Attendance, Data

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Through the implementation of Nobel's Cycle of Professional Learning (6-8 week cycles), Reading coach and Math coach will provide support to all grade levels and staff based o the Targeted Instructional Area (TIA) in order to strengthen Tier 1 instruction. Reading coach will support teachers in Nobel's Powerful Practice to implement effective, best practices in Language Arts and Mathematics. Nobel will use peer observations, learning walks to gather data and adjust instruction. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Literacy/Reading, Math, Core Instruction, Professional Learning, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning	Mr. Adrianzen, Ms. Lempke	Sep 1, 2016	Dec 23, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Reading coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA. Reading coach will support teachers by going into the classroom to plan, model, implement ELA lessons, observe and coach. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Core Instruction, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Bilingual	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016	Dec 23, 2016	Not started
✚ Reading coach will work weekly with teacher teams to create acton plans and ensure implementation of those plans around NWEA and other data points. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Core Instruction, Assessment, Instructional Coaching, Bilingual	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016	Jun 23, 2017	Not started
✚ Reading coach will schedule training for intervention computer-based programs. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Professional Learning, Instructional Coaching, Bilingual	Mr. Adrianzen, Ms. Lempke	Aug 1, 2016	Sep 30, 2016	Not started
✚ Reading coach will create a schedule to ensure that computer-based reading intervention programs are being used and monitored in the classroom to meet the needs of all learners. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Bilingual	Mr. Adrianzen, Ms. Lempke	Aug 1, 2016	Jun 23, 2017	Not started
✚ Reading coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual, Tia	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016	Jun 16, 2017	Not started
✚ Reading coach will support teachers by going into the classroom to plan, model, and implement ELA lessons. Support will be personalized to meet the individual needs of each teacher. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016	Jun 30, 2017	Not started
✚ Reading coach will create a schedule that supports new and veteran teachers, differentiating based on the needs of each individual teacher. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Biling	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016	Jun 30, 2017	Not started
✚ Reading coach and ILT grade-level teacher representatives will work weekly with teacher teams to create action plans and ensure implementation of those plans around NWEA and other data points. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual	Mr. Adrianzen, Ms. Lempke	Sep 6, 2016	Jun 30, 2017	Not started
✚ Reading coach will work extensively with students pulling small groups (in grade-level groups, K-1, 2nd, 3-4th, and 5-8) for intensive intervention instruction based on student-needs and current student-data. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Bilingual	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016	Jun 30, 2017	Not started
✚ After school tutoring programs and Tier 2 instructional programs will be implemented to provide additional, targeted instruction for students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Literacy/Reading, Bilingual	Ms. Lempke, Mr. Adrianzen	Sep 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Saturday Academy will be implemented to provide additional small group instruction, one-on-one conferencing, and supplemental instructional to students. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Literacy/Reading, Bilingual	Mr. Adrianzen	Sep 1, 2016	Jun 30, 2017	Not started
✚ Reading coach will work with Science and Specials teachers to identify, create, and implement lesson plans that integrate non-fiction reading, comprehension strategies and reading skill development. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Instructional Coaching, Teacher Teams/Collaboration, Bilingual	Mr. Adrianzen, Ms. Lempke	Sep 5, 2016	Jun 30, 2017	Not started
✚ Assistant Principal will work to support initiatives related to instruction, Tier One and Tier Two instruction, and provide teachers with feedback on their instruction as it relates to student learning. Regular data from formative assessments, Gradebook, TRC/Dibels, and NWEA will determine priorities and areas of support. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Literacy/Reading, Math, Instructional Coaching, Bilingual	Mr. Adrianzen, Mr. Riggs	Sep 5, 2016	Jun 30, 2017	Not started
✚ Math coach will develop a monthly schedule and calendar to provide professional development to all grade levels based on best practices in math that support the math curriculum and the school's Targeted Instructional Area. The focus of this professional development will be determined based on NWEA, teacher assessments, unit assessments and the teacher's professional growth goals. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Math, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Bilingual, Tia	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Math coach will develop a weekly schedule to work one-on-one with teachers to differentiate support for teachers with math instruction. Math coach will support teachers by going into the classroom to plan, model and implement math lessons based on their personalized professional learning plans and their individual needs. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Math, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Math coach will work weekly with teacher teams to create action plans and ensure implementation of those plans around NWEA and other data points. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Math, Instructional Coaching, Teacher Teams/Collaboration, Bilingual	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Math coach will schedule training for computer-based intervention programs and new math curriculum. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Math, Professional Learning, Bilingual	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Dec 30, 2016	Not started
✚ Math coach will ensure that computer based math intervention programs are being used in the classroom to meet the needs of all learners. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Math, Bilingual	Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Principal, APs and Coaches will lead performance management meetings in teacher teams to ensure that action plans are created and implemented to meet the needs of the learners. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Literacy/Reading, Math, ILT, Bilingual	Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Math coach will work extensively with students pulling small groups (in grade-level groupings, K-1, 2nd, 3-4th, and 5-8th) for intensive intervention instruction based on student-needs and current student-data. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, MTSS, Math, Bilingual	-Mr. Oberts, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Administration will monitor instruction through pop-on observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Instructional Coaching, Intervention, Teacher Teams/Collaboration, Bilingual, Tia, Cycles of professional learning, Core Instruction, Instructional Coaching, Personalized Learning, Bilingual, Instruction	Mr. Adrianzen, Mr. Riggs, Ms. Monks	Sep 5, 2016	Jun 30, 2017	Not started
✚ All staff will be trained on Nobel's MTSS Plan and MTSS tiers as they relate to academic, behavior/SEL, and wellness. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Instruction	Administration	Aug 29, 2016	Sep 30, 2016	Not started
✚ All teachers will be trained on maintaining student profiles that identify student's strengths, needs, motivations, and individualized plans to reach goals. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Personalized Learning, Instruction	Administrative Team	Aug 29, 2016	Sep 30, 2016	Not started
✚ All teachers will create and maintain student profiles (binders) that identify students' strengths, needs, motivations, and individualized plans to reach goals. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL, Personalized Learning, Bilingual, Instruction	Mr. Adrianzen, Mr. Riggs, Ms. Monks	Sep 5, 2016	Jun 30, 2017	Not started
✚ Teachers will deliver core instruction that is designed to meet the needs of all learners, including ELs, diverse learners, sub-groups, and gifted learners which includes differentiating instruction, making impromptu adjustments in instruction, utilizing formative assessments, and progress monitoring. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Core Instruction, Bilingual, Instruction	Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Teachers will provide structures and systems for creating a positive school/classroom culture (PBIS) as well as explicit and integrated instruction of social-emotional skills (Morning Meeting). Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL, Bilingual	Mr. Adrianzen, ILT	Sep 5, 2016	Jun 30, 2017	Not started
✚ Nobel will create a Behavior Health Team that provides additional supports at the Tier 2 and Tier 3 level for behavior/SEL and wellness. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual	Ms. Delgadillo, Mr. Adrianzen	Aug 1, 2016	Sep 30, 2016	Not started
✚ Nobel's leadership will meet weekly to discuss Student Monitoring across MTSS (Behavior, Attendance, Grades). Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual	Ms. Delgadillo, Mr. Riggs, Ms. Monks, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Behavioral Health Team will meet weekly to discuss referrals, check in on any previous support provided to individual students and/or small groups, monitor progress and effectiveness of supports, provide recommendations to teachers and families, and determine appropriate interventions or revise interventions when needed. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Attendance, Behavior and Safety, Climate and Culture, SEL, Bilingual	Ms. Delgadillo, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Administration will provide staff professional development on restorative practices, corrective conversations, and deescalation techniques. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL, Restorative approaches	Ms. Delgadillo, Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Administration will retrain staff on Calm Classroom and PBIS during BOY PD. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL	Ms. Delgadillo, Mr. Adrianzen	Aug 1, 2016	Sep 30, 2016	Not started
✚ Administration will train staff on "Nobel's Behavior Management Steps" and using office referrals to ensure consistent school-wide responses to student behavior management and misbehaviors during BOY PD. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, SEL	Ms. Monks, Mr. Adrianzen	Aug 1, 2016	Sep 30, 2016	Not started
✚ Administration will monitor the completion of classroom and office referral forms. Teachers will make copies of the forms and place them in the assistant principal's mail box (classroom ones) and give them to security/admin immediately (office ones). Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL	Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ ILT will monitor the percentage of misconducts resulting in suspension each quarter using Dashboard and assess the usage rate of restorative approaches vs. punitive driven consequences. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL, ILT	Mr. Adrianzen, ILT	Sep 5, 2016	Jun 30, 2017	Not started
✚ Support implementation of PBIS by replenishing items in our Nobel Buck store to encourage positive and respectful behavior, thereby limiting the number of disciplinary actions and/or suspensions. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture, SEL	Ms. Greco, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Create Personal Learning Plans (PLPs) where individual goals and intervention strategies are used to support students who require additional help (Plans will be reviewed every 5 weeks). Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Attendance, SEL, Personalized Learning, Bilingual, Instruction	Ms. Monks, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Administration will ensure the implementation of the PLPs is occurring by reviewing data every 5 weeks, determining the effectiveness of the strategies, and adjusting the plans as needed. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Attendance, SEL, Data Use, Personalized Learning, Bilingual, Instruction	Ms. Monks, Mr. Riggs, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Teachers will use progress-monitoring data to make adjustments in instruction every 2-3 weeks. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Data Use, Instruction	Administrative Team	Sep 5, 2016	Jun 30, 2017	Not started
✚ Administration will monitor the fidelity in which teachers progress monitor and how frequently they utilize the progress monitoring data to adjust instruction on a monthly basis. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, MTSS, Data Use, Bilingual, Instruction	Administrative Team	Sep 5, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Teachers lead classroom instruction more effectively by planning on a weekly basis and adapting lessons to address students' academic and SEL needs. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, SEL, Bilingual, Instruction	Administative Team	Sep 5, 2016	Jun 30, 2017	Not started
✚ Counselor will plan lessons with teachers and schedule times in which to lead and observe Morning Meeting. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, SEL, Bilingual, Instruction	Ms. Delgadillo, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ Urban Initiatives will implement a SEL-based recess program on a daily basis. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Professional Learning, Attendance, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction, Restorative approaches, SEL	Coach JP, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL liaison will support bilingual teachers in the classroom by planning, modeling, and implementing effective lessons to address the needs of our EL students. Support will be personalize to reflect the individual needs of each teacher. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL liaison will meet with teachers during weekly grade-level meetings to discuss data points to monitor the progress of EL students. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Data Use, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Instruction	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL Liaison will develop a monthly schedule to provide professional development for bilingual teachers with a focus on effective strategies to address the instruction of English Learners. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Professional Learning, Personalized Learning, Bilingual, Instruction	Mr. Adrianzen, Ms. Mendoza	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL Liaison will monitor EL lesson plans on a weekly basis to ensure that all plans include WIDA standards. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Bilingual, Instruction	Ms. Mendoza, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL Liaison will meet with teachers of bilingual students once a month and provide professional development. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Professional Learning, Bilingual, Instruction	Ms. Mendoza, Mr. Adrianzen	Sep 5, 2016	Jun 30, 2017	Not started
✚ EL Liaison will monitor instruction on a biweekly basis by providing formative feedback to teachers. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Bilingual, Instruction, Collaboration	Ms. Mendoza, Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ EL Liaison will provide weekly status updates on progress during administrative team meetings. Tags: MTSS, English Learners, Professional Learning, Family and Community Engagement, Bilingual, Instruction, English Learners, Bilingual	Ms. Mendoza, Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ ILT will analyze end of year student data to create action plans to increase attendance, which may include home visits, parent meetings, individualized goal setting, incentives, and interventions. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Intervention, Data, Parental involvement, Communication	Mr. Adrianzen Ms. Monks	Jul 5, 2016	Aug 26, 2016	Not started
✚ Classroom Teachers will recognize students with perfect attendance each week in the classroom on Fridays. Announcements will be made to remind teacher to recognize students. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen Ms. Monks	Aug 1, 2016	Jun 30, 2017	Not started
✚ Teachers will display weekly attendance on a graph and review the data with their students. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen Ms. Monks	Aug 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Maintain an attendance bulletin board on the first floor. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen Ms. Monks Ms. Gracia	Sep 6, 2016	Jun 30, 2017	Not started
✚ Nobel will celebrate homerooms with the highest weekly attendance rate with a the traveling "Awesome Attendance Award" trophy. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen Ms. Monks	Sep 6, 2016	Jun 30, 2017	Not started
✚ Each month, various incentives will be held to motivate and recognize students with perfect attendance (movie night, polar treat night, raffles, out of uniform day). Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Ms. Monks Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ Establish and create an Attendance Team that will organize important incentive events, facilitate Attendance Intervention Meetings, and monitor how effective initiatives are and if strategies are being used with fidelity. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Intervention, Data	Ms. Monks Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ Conduct parent conferences for students who have attendance rate below 93%. Develop Attendance Intervention Plans with parent, admin, teacher and students in order to increase attendance and work to identify and then solve the root cause of the attendance issue. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Intervention, Data, Parental involvement	Ms. Monks Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ Send letters home educating parents and families about the importance of Good Attendance. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Intervention, Data, Parental involvement, Community	Ms. Monks Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started
✚ Educate parents on good habits in attendance at State of Nobel, Open House, Report Card Pick Up Days, monthly newsletters home, LSC Meetings, BAC, PAC. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data, Parental involvement, Community	Mr. Adrianzen Ms. Monks	Sep 5, 2016	Jun 30, 2017	Not started
✚ Conduct Home Visits of students who are chronically absent when needed. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Parental involvement, Community	Mr. Adrianzen, Mr. Riggs	Sep 5, 2016	Jun 30, 2017	Not started
✚ Ensure that teachers are accurately recording attendance data and double-check attendance submission on a daily basis. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen, Ms. Monks	Oct 3, 2016	Jun 30, 2017	Not started
✚ Monitor progress at Attendance Team Meetings and ILT Meetings where action plans can be revised and updated based on progress. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Mr. Adrianzen Ms. Monks	Oct 3, 2016	Jun 30, 2017	Not started
✚ Utilize PLPs to track student attendance and provide additional supports. Tags: Attendance, Intervention, Climate and Culture, Data, Parental involvement, Communication, Community, Attendance, Data	Ms. Monks, Mr. Adrianzen	Oct 3, 2016	Jun 30, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☐ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.

2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

○ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☐ I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy   Complete

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

> Nobel will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement by having a meeting where the CIWP planning process will be discussed and parent input will be gathered by using Parent Survey and parent input. Surveys will be sent home with students in order to obtain as much feedback as possible. Parents will also be invited to attend after school CIWP planning meetings with the Staff.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

> Nobel will hold an Annual NCLB meeting in August after announcing it on the school monthly calendar; posting the date and time on the school website, the marquis on the school courtyard, and the schools' announcement automated phone system. At the meeting parents will be informed on the participation in the NCLB, Title 1 programs; Parent Training NCLB Funds; the program requirements and the parents' rights to be involved in the programs. On the Annual meeting agenda one of the topics will be to select a Chairperson, Co-Chairperson, Secretary, and 2 Delegates which will form the Alfred Nobel NCLB Committee. Once committee is selected they will set monthly meetings for the entire school year at different times, some in the afternoons, some in the mornings and one or two in the evenings in order to allow participation of as many parents as possible. Parental participation will be encouraged by providing refreshments, having raffles and providing topics of interest to parents by consultants.
> The Annual Meeting was held on September 22, 2016 at 8:00AM
> The Organizational Meeting was held on October 26, 2016 at 8:00AM

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will have monthly NCLB and BAC meetings in which topics related to assessments, curriculum, attendance, Uniform Discipline Code, CPS Policies, and other topics of parent interest will be discussed. At the beginning of the year Annual NCLB and BAC meetings will be held and topics and agendas will be set with monthly meetings scheduled as parents determine. Meetings dates will be written in the monthly calendars sent home, on the school website, on the Marquis on the school courtyard, and on the schools' announcement automated phone system.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

NCLB and BAC meetings will be held monthly. Parents will decide through a survey the day and time to hold meetings. Any concerns will be brought to the LSC meetings which will also be held monthly throughout the year. Suggestions about the education of the students will be taken to the LSC meeting and consideration and immediate action will be taken in a timely manner and a solution will be presented to the parents.

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.

Copies of students' results on the NWEA, ACCESS, EXPLORE and Benchmark Assessment will be sent home to the parents or guardians. Interpretations on the results of these assessments will be made at the monthly planned meetings. If results arrive at school before the 1st quarter parent/teacher conference, the report will be given to the parents with the report card.

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.

All of our teachers are currently "highly qualified", but in the event a need occurs to hire a teacher who is not highly qualified to teach as defined in the Title I Final Regulations, letters will be sent to parents notifying them of this irregularity and the reason behind this decision. The principal will sent home a formal letter to parents/guardians if their child is assigned to a classroom where a teacher who is considered not "highly qualified," as defined in the Title 1 Final Regulations, is assigned to teach for at least four consecutive weeks.

Schools will assist parents of participating NCLB 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.

At monthly NCLB and BAC meetings parents will be provided information on 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 their child/children's teachers. Grade band level meetings will be held to discuss standards taught in each grade.

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

Nobel will provide parents with information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Family reading night will provide parents the opportunity to receive grade appropriate skills to use while reading to or with their child/children. Computer classes will be offered to parents to increase parental involvement as it relates to grade-book and email as a tool to communicate with teachers.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Nobel will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents by providing staff development on the NCLB Title 1 programs and providing staff development on how to use parent volunteers effectively in the classroom.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Pre-School and Kindergarten teachers will coordinate to provide transition activities for students entering Kinder and students going to first grade in the Fall. Parents will be invited to participate in Open Room visits and teachers will present curriculum and how parents can support their children at home.

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

Nobel will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including both languages, English and Spanish which are the two languages which parents speak at our school.

Policy Implementation Activities

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

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact   Complete

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

Our mission is to inspire all students, parents, staff, and external partners to become a true community of life long learners. We will achieve this goal by providing high quality instructional leadership, providing a positive learning experience, increased community involvement and meaningful professional development. These learning areas will continue to enhance and support students as they journey toward higher education and achieve personal success. The Nobel staff and community will provide instructional programs that support diverse learners and assist our students in becoming life-long learners. Additionally, Nobel will provide high quality teaching and student centered learning environments. With the support of their parents, students will take ownership of their education while making a commitment to developing competencies and meeting high expectations.

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.

Two parent-teacher conferences, 10th week and 30th week, will be held for report card pickup as determined by CPS. Teachers will schedule their own conferences, as needed, throughout the year.

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

Nobel will send parent/guardians a progress/failure/remediation notice on the 5th, 15th, 25th and 35th week. Report Cards will be sent home at the 20th and 40th week.

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

Teachers will send home a monthly grade level newsletter informing parents of their CPS email address, their prep periods where they will be avialable for conferences and best way that parents will be able to contact them.

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

The school will provide parents opportunities to volunteer and participate in their children's classes by providng volunteer information on the teacher's monthly grade level newsletter, opportunities to chaperone for class field trips, special classroom projects, and during special school functions. Volunteer applications will be sent home requesting hall monitors, lunchroom monitors, room moms, and school yard monitors.

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

Parents will support their children's learning by monitoring their attendance on their progress reports and report cards. Attendance policy will be sent home in August and will be discussed in meetings. Students will be provided with a Student Agenda which will serve as a communication tool for parent/guardian and teachers and for students to copy homework and important events. Agendas will be provided to all students in 1st to 8th grade, Kindergarten students will be provided with a communicator folder for parents/guardians to communicate with teachers and teachers with parents/guardians.

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 will participate in decisions relating to the education of their children by email, phone conferences, notes and coming to school in person. Parents will be encouraged to make appointments to speak with teachers either in the mornings before classes start, during the teachers professional preparatory periods or with appointments after school if teachers agree. Parents will be encouraged to participate in LSC, NCLB, and BAC meeting throughout the year.

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).

Parents will participate in decisions relating to the education of their children by email, phone conferences, notes and coming to school in person. Parents will be encouraged to make appointments to speak with teachers either in the mornings before classes start, during the teachers professional preparatory periods or with appointments after school if teachers agree. Parents will be encouraged to participate in LSC, NCLB, and BAC meeting throughout the year.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

ESL classes and training in understanding the social emotional element to support their students both academically and socially.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	$	Amount	.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.	$	1000	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	800	.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)	$	2800	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	1344	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	824	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.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.	$	Amount	.00