



Henry H Nash Elementary School (/school-plans/313) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/26/2016	Kdg-8th grade teachers (GLT Team Meetings), Meeting with NCLB members B. Hollins, A. Salazar, T. Hodges, G. Moore, S. Hodges	Introduction to CIWP update for 2016-2018
03/03/2016	GLT meeting. S. Pittman, T. Cunningham, S. Guillory, T. Dunbar , M.Davis, S. Nazario, D. Thompson, L. Spencer, C. Staudohar	Introduction to CIWP and SEF Framework Expectations

03/10/2016	GLT meeting 6th-8th grade team C. Kelly, S. Pittman, S. Guillory, T. Dunbar, G. Sterlin	Review and perusal of SEF Framework
03/11/2016	GLT team meeting all grades	Individual review and self assessment of SEF Framework
03/17/2016	LSC meeting All Current Members Present	Review, update and self assessment of SEF Framework
04/08/2016	GLT meeting all grades	Update of SEF assessment, next steps and strategy
04/14/2016	NCLB Meeting all members present 9:00 am	Update of SEF assessment, next steps and strategy
04/14/2016	LSC meeting All members 3:45pm	Update of SEF assessment, next steps and strategy
05/06/2016	GLT Team meeting	Current SEF Assessment and CIWP next steps
05/06/2016	Staff meeting	Review of draft information
05/07/2016	CIWP Team/ILT team	Working meeting with ILT team
05/13/2016	CIWP Team Presentation to LSC and PTA	Presentation of draft information for review to stakeholders
05/20/2016	CIWP team	Working session
05/25/2016	CIWP/ ILT team	Presentation of draft to ILT and GLT

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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.

1 2 **3** 4

School's mission and vision is communicated regularly. The mission is stated in the school's teacher, parent and student handbooks, posted in every room and  
School's 5 Essential Data rates Nash as Organized in area of Program Coherence. Nash is rated strong in this area.

The school's vision and mission are shared continuously and the school environment is one of shared decision making.  
The leadership shares school guidelines and includes others' in decision making  
The leadership consistently listens and uses the suggestions of all stakeholders in making the final decision  
The leader drives the school team towards excellence consistently sets high expectations  
The leader models collective decision making, solution oriented and has a multi-step process for helping the school community to stay focused and prioritize goals.  
All Nash teachers are on committees  
10 staff members lead all professional development sessions  
3 staff members have input to decide when to bring in outside resources and report back to the common group, to make the final decisions.  
Students are aware of the school's mission and vision, understand our collective drive to remain a Level 1 school.  
Parents are engaged through the PTA and NCLB, which is strong, to help facilitate "buy in" to our mission, vision and shared practices.  
Data practices are engaged and we have seen an increase in shared practices, to make decisions.  
The 5 essential rating for this category around Effective Leaders' 62%, and Collaborative Teachers at 68%  
The ILT does have consistency around keeping a standard meeting schedule. When necessary, meetings are rescheduled and sometimes made up on weekends.  
The School Vision and Mission, is communicated to each stakeholder, through the use of flyers, newsletters and programs which are hosted by the school (Family Night, etc.)  
Collective responsibility is taken to help draw from best practices in every area (SEL, instructional materials, on-line resources, peer sharing), to help gather evidence to make informed instructional improvements.  
Parent and community members are engaged by NCLB, PTA and LSC monthly to help facilitate goals and help get to a shared understanding around teaching and learning.  
Leadership has a value system of collaboration and team building. This is modeled with all stakeholders, through daily interaction.  
All ideas are presented and shared before decisions are made around standard and non-standard issues, involving Nash School.

## 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	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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:

Score

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.

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Score on ILT Effectiveness Rubric at MOY: Effective

We want to increase our prowess here and are not satisfied with this rating. Although, the ILT team is meeting these standards, we want to continue to grow and develop in the following areas:

Bi-weekly team meetings, focused on addressing the school's most pressing needs around data, instruction, curriculum and coherence.

Increase in the consistency of the use of disseminating information from PD's and Workshops

Having a consistent focus and structure around teacher leadership and helping to develop teacher leaders.

Consistently engage in dialogue which is solution oriented

Increase and continue to develop with fidelity the use of protocols, used to drive instructional change and improvement

Increase the use of consistent data conversations

The 5 essential rating for this category around Effective Leaders' 62%, and Collaborative Teachers at 68%

The Instructional Leadership Team does have a structure for teacher leadership but, needs to develop more focus.

The ILT team meets Bi-weekly to discuss strategy, set pace and goals for next week for grade levels and look at data.

All members are engaged and have a voice in the discussion, strategy and planning.

All relevant specialty areas are represented.

ILT gives in-services, grade level professional development workshops and some peer coaching.

### 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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:

Score

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.

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Increase during the 2015-2016, school year in the use of PD around guided reading instruction, small group instruction, balanced literacy and the use of the Learning Continuum.

Professional development activities are planned, focused and informational. Based on teacher and parent survey data .

Continue to increase in the area s of teacher led sessions at grade level and ILT team

Increase in the use of Khan Academy and the knowledge center for mathematics. PD's held on these during school day

Increase in the number of staff members and parents attending these in-service workshops

Staff is regularly surveyed,(quarterly) to determine weakness, strengths and best practice needs for school wide practices.

Increased offerings in the area of parent workshops around literacy and mathematics

Quarterly participation by all staff in the PM sessions

All staff engages in on-going professional development via in house and outside resources. Team building activities,

New teachers are provided a mentor teacher, staff engages in learning during grade level team meetings

Teams have collaboration time, due to flex schedule

### 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	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. 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

All resources are aligned to school priorities. However, still need development in the areas of sustained process for budget analysis and presentation to LSC.

Schedules and staffing plans are aligned to benefit indicated areas identified in the CIWP

Five essentials data indicates we are well organized in this area

Students who have highest needs according to all assessment data are pulled out daily for small group instruction

The school makes sure to organize resources according to school budget, staffing and analysis plans, that make sure to target time, needed by staff and students for instruction, collaborative conversations and peer coaching.

Staff is provided by aligning resources, to make sure that the instructional day includes the maximum time available for academic engagement.

All stakeholders are engaged and encouraged to help us to look at schedule and staffing when needed.

Nash team is balanced to make sure that we have a variety of strengths in every grade level and subject area where possible.

#### 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
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

Score

1 2 3 4

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.

This area need attention. Although, we use items from on-line best practice sites (Engage NY, Achieve 3000, Scholastic, IXL, Khan Academy, National Geographic for kids etc..), we do not have a focused scope and sequence which aligned by grade band or by vertical or horizontal grades. We need to develop authentic unit plans which are reflective of the CCSS and reflect high academic tasks and activities. The development of a scope and sequence, with an assessment piece which allows for student discourse, includes academic rigor of task and identifies essential elements of big ideas. Whole group instruction has sharply declined, and teachers are doing more guided reading. Lessons are more differentiated but, this needs to be expanded and increased for consistently among grade bands.

Although data is used in decision making and their has been an increase in areas of unit creation, aligned to Scope and Sequence, it is not consistent and does not include rigorous tasks. Analyzing these indicators at GLT and ILT team meetings also needs to be embedded in to this area.;

We plan on focusing in this area during the 2016-2018 school year. This is a priority area.

#### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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

This area is extremely non-evident of a Level 1+ school. Indicators and evidence represent a school which has some teacher resources but, many are extremely varies. No updated mathematics curriculum and instructional materials exist school wide. No updated literacy resources (textbooks, student guides) exist school wide. New materials were purchased in 2007. Teachers do use the programs mentioned in the are of curriculum to provide some focus for students, but, this is mostly jagged and from on-line sources, due to the level of printing and copying involved, these programs are not used frequently. On-line program (achieve 3000 and Khan Academy), provide some level of support for teachers but, materials are lacking heavily. Students and teachers are limited greatly by this lack of instructional materials. No real instructional materials exist to provide cohesion, structure and integration across grade levels, to our EL population and our DL population.

Leveled texts, classroom libraries are almost non-existent and are out of date. Textbooks, student materials are out of date and do not include CCCS standards. On-line substitution is occurring to try and combat this area of weakness. Students have little to no say about their instructional material, we have to use what we have and can get on-line.

## 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	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

### Score

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)

1 2 3 4

This area also needs improvement. Nash does have evidence of using some data during weekly grade level teams, but, this is not consistent. A much more thorough agenda, action plan, protocols for use of data, and monitoring needs to be established. More PD around rigorous tasks and what this actually looks like and how to develop this would also help.

Teacher teams need to be stronger and more independent. Teachers did not adhere consistently to schedules around co-teaching, peer visits, walk-through's and peer coaching. Key shifts in core subjects (math and reading) have occurred but, are not consistent. CCCS are used but, more targeted PD is needed to increase and develop teachers skill level. Focus on student work products, standards, rigorous questioning and assessment activities needs to be more fully balanced and aligned for growth.

## 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](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	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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)

This is an area of average participation but, activities can be increased to do more to make sure this is an area of focus for Nash School. Nash does have a student career day, we participate in many, visits (6 in 2016), to other high school and (3) in 2016 to college campuses. Students in sixth through eighth grade go on these visits as well, and the counselor engages students during Friday Character Education classes (Kdg-6th), and college readiness classes for sixth through eighth. Students do participate in HS family night where an orientation is held around picking high schools and the HS entrance process, including data analysis.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

3 of 3 complete

### 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

According to the MSMV survey for 2015, Nash rated strong at 78% identified by the Ambitious Instruction Area. Nash school believes and supports all areas of instructional best practices, and often looks to enhance approaches in these areas. We provide PD Bi-monthly in teaching strategies such as flexible grouping, data drive questioning, rigorous questioning, co-teaching, data conversations, complex text development and student personal learning plans.

We adjust our schedule to make sure that DL students, get the opportunity to feel supported by engaging in student-teacher conferencing which occur quarterly for all students. Continuing to hone in on instructional areas, that need improvement (high level questioning , accommodation of learning styles), we have identified ways going forward to provide more targeted support for teachers in these areas. In 2016, we hope to be able to incorporate more on-line and computer program software and websites for teachers to use, to gauge instruction and support linking this to high level activities and student growth. We also want to engage school wide in more peer to peer coaching and increasing the number of learning walks, completed by 10% by the end of 2018.

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
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

Although, this area on the MSMV survey, was trending high Peer Support for Academic Work at 99%, (very strong), Student Teacher Trust at 99%, and Collaborative Practice at 99%, this area needs a much further support. Although, Nash school does have some practices in place (Strong SEL program due to inclusion of PATHS and Character Education), we have no formal process for the division of work, monitoring customization of providing universal supports for students who need more help in Tier 2. The MTSS team will need to be developed further to make sure that they are (1) understanding the needs around this system, meeting on a more regular basis, for data analysis, developing a targeted program to come up with a problem solving process for Tier 2 and Tier 3 instruction. This includes regular scheduling of reviewing documents to make sure that when students are identified, they actually receive guidance (plan of support around interventions), which use the MTSS documented, tier support practices.

Building a foundation in this area, includes focusing on using data to drive the MTSS process, increasing professional development around these key areas, Providing support around scheduling for teachers to be able to engage with each other and for the team to be able to engage, and developing a consistent team, to carry out this work with fidelity, using an authentic tracking system.

We hope to be able to increase our MTSS identification and tracking system to at least a 5% increase by the end of June 2017.

## 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
CPS Framework for Teaching	Collaborative Teachers
	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

1 2 3 4

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.

Nash school has made progress in this area. Reviewing MSMV, under Ambitious Instruction, is rated strong. Under Academic Press, the rating is 78%. We have established a teacher driven Nash School Grading Policy. This was done by each grade band, and reviewed by each teacher, the LSC and the PTA. We have adopted this policy and use is in communicating with all parents, students and staff members. This includes a discussion consistently around the basis for grades and what a grade should mean. Unit plans and lesson plans are submitted every 2 weeks and in 2017-2018, we will move to unit planning school-wide. We give all assessments and are frequently in the 99%-100% completion rate for assessing all students.

Our goals for 2016-2018, are to increase our in-house PD around balanced grading and using multiple measures to assess students, create unit assessments by grade band, increase monitoring around Grade book, and use more data to guide the instruction and the assessments. We also need to support at a higher level, increased use of accommodations and modifications around grading and make sure this is schoolwide.

### 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	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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.

Nash school has shared belief systems, which help us to continue to fully engage in a culture of learning, characterized by our shared importance of trust, development, hard work, and asking for assistance when needed. According to the MSMV Survey, Nash school scored 78% strong in Ambitious Instruction and 68% strong in Effective Leaders. This is characterized by teachers who work to continually improve their craft by learning how to grow instructionally. Teachers give meaningful assignments, which include meaningful assessments with feedback and rubrics. The staff believes in professional development and engage regularly in development during school time, which is aligned with the flexible schedule, and promotes growth in the areas of co-teaching and collaborative conversations. Students are asked to know and own their data, become data savvy and help to plan for their own learning. We have high attendance characterized by at least 3 to 4 classrooms daily with perfect attendance. We celebrate success by having quarterly attendance assemblies, fun days linked to our incentive program.

## 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

All measures in this area trend strong at 64% according to MSMV. We do however, want to work to raise this number however, we have seen through our interactions with stakeholders that our students trust and support one another in a very consistent and thoughtful way. All Nash stakeholders are aware that we believe it an important value, and as identified by our mission and vision statement, that we must respect one another, even when we disagree.

Most students in the building have one adult, that they interact with that they feel cares about them, and is mutually civil, and friendly.

Most students and stakeholders, understand that we must support each other, even when we have to do it in a situation which is not the most desirable.

We work to make sure that most of our engagements with students are positive and friendly.

Students speak to staff members without being prodded and adults understand that it is important to do the same.

Diversity is explored in assemblies, classroom assignments and activities.

Diverse cultures are welcomed and we make an effort to reach out to learn from those culturally, who attend our school.

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

Nash school provides a range of activities.  
 After School All Stars  
 Saturday School  
 After School Chess Club  
 Technology Club  
 Girls Cooking Classes  
 Parent Curriculum  
 Track Club  
 Basketball (girls and boys)  
 Student led penny drive for charity  
 Students have input into these programs and often make recommendations. Parents also make recommendations through the PTA, NCLB and LSC.  
 All activities are aligned with Nash School values, mission and vision  
 The MSMV survey has Nash listed at 67% for Student Trust and 63% under Parent Decision Making.  
 GED classes and cooking classes partnership with Malcolm X College during year 2014-2016.  
 Community meetings held quarterly in conjunction with Alderman Emma Mitt's Office for all stakeholders.  
 Curriculum based projects ( College day, HS Day, Career Day, Junior Achievement), are all focused on increasing students access to a wide range of activities and outside mentors, and opportunities. All of these programs are quarterly.  
 Unit plans around activities the build leadership and engage students are built from student survey and interest forms. Students decide how best to hold these activities and provide the supports needed (outside resources, presenters, visitors etc..)  
 Students work with " Do the Green", non-profit to learn how to recycle, plan gardens and do more for the environment, This is a saturday school activity with 46% attendance bi-monthly.

## 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

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

In this the area, on the MSMV survey, Nash Scored Neutral, 53%. School culture is characterized by an orderly environment, clear rules and expectations and good management of transitions. Rules and regulations regarding visitors, supervision by staff, and positive work and school interactions are modeled and voiced consistently.

Adults correct behavior in ways that reinforce established expectations and seek to cause minimal disruption to learning

Arrival, dismissal procedures are enforced and established. These are well known to students and Nash stakeholders.

Staff engages in regular PD around school drills and procedures, safety and security, transitions and emergency procedures.

Student information is updated regularly.

More security protocols will be put into place after a thorough end of year review by staff.

Students are respectful to all adults, who work at Nash, and feel comfortable working with and supporting visitors.

School has a high level of safety protocols in place, where students and outside visitors are searched upon arrival, students are not allowed to have outside items such as food, cellphones, earrings, ipod/ipads etc...), these rules are communicated to all parents and community members.

Students self-report frequently on others' who seek to be disruptive to the student body, within classroom or in common areas.

School community is clean, with minimal graffiti on walls inside and outside of school building.

All adults work together to try to maintain a safe, orderly environment.

Training for security and ESP staff on school expectations on CPS rules, policies and regulations are held quarterly.

## 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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
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.

In this the area, on the MSMV survey, Nash Scored Neutral, 53%. The policies, procedures and outlines are in place and the stakeholders have an understanding that everyone must contribute to a calm, and orderly environment. However, clearly defined routines, practices and policies around Restorative Practices, must be more consistent. Although, all staff engage in professional development around maintaining a positive climate and school culture, a more consistent, foundational , understanding and practices around this system of discipline must be further embedded. More positive is that Nash School consistently engages routine safety drills and always exceed the minimum required for any drill. Students are aware of the importance of these drills and are knowledgeable about performing them with fidelity. The school culture is well defined and reinforces positive behaviors through calm talk, PATHS calm culture and incentive programs. More consistency is needed in the area of restorative responses.

## 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)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:

### Score

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.

1 2 **3** 4

The parents are involved in the instructional program in every way. They are invited consistently to all school functions. Regular invitations are given to the monthly NCLB, PTA and LSC meetings, all parents are giving notice via robo call to the "Power of the Parent" meetings, held regularly at Spencer School.

The school develops relationships with parents by involving them in the instructional program regularly. Sending flyers home, making parent phone calls around parent workshops and family literacy nights. The school provides opportunities for families to volunteer and makes sure parents are informed around Parent Portal, Parent Councils, and family nights.

Families are asked to voice their concerns, needs and ideas through parent surveys given by PTA, quarterly and by participating in LSC activities and sub committees.

We are increasing our number of parents who participate in the Parent Portal Accounts and we have over 90% of our parents who regularly pick up report cards during both RCPD distributions.

The indicators of the MSMV survey has Nash School at 73% on the Supportive Environment matrix

## 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	
	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
1	Expectations for depth & breadth of Student Learning: Instructional Materials	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: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Balanced Assessment & Grading	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: Transitions, College & Career Access & Persistence	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: Restorative Approaches to Discipline	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊕
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊕

## Goals

### Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Bases on data within the SQRP, the Reading NSGP, was trending quite high. We do have reading as a strategic goal. However, further concentration and focus needs to occur to continue to build capacity, become more familiar with CCCS and their use with fidelity to make informed consistent instructional decision. As a community, we must engage more in daily effective instructional practices, which include deep data analysis, to produce unit plans and activities which translate into higher level engagement. Therefore, we feel that we have not maximized our instructional minutes, using best practices consistently, and see a slight decline in these numbers during the 2016-2017 school year. However, we are aware of this and feel these numbers best represent the most honest goals we can work toward, hoping the actual is higher.	99.00	80.00	50.00	65.00
<b>National School Growth Percentile - Math</b>				
Bases on data within the SQRP, the Math NSGP, was trending quite high. Mathematics is an area of concentration, and we are more solid in our Mathematics instructional practiced, due to a high level of teacher capacity around math in grades 1-8. However, further concentration and focus needs to occur to continue to build capacity, become more familiar with Mathematical standards and the use of the Learning Continuum and Descarted. We must use all of these tools with fidelity to make informed consistent instructional decision. As a community, we must engage more in daily effective instructional practices, which include deep data analysis, to produce unit plans and activities which translate into higher level engagement. Therefore, we feel that we have not maximized our instructional minutes, using best practices consistently, and see a slight decline in these numbers during the 2016-2017 school year. However, we are aware of this and feel these numbers best represent the most honest goals we can work toward, hoping the actual is higher.	66.00	89.00	50.00	65.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Our overall goal is to increase these numbers. However, we believe that due to some slight decreases in our overall metrics, these numbers will also decline slightly. The numbers which indicate our progress (The 2015 School progress report), indicates that we are above average. We will work to continue this trend, however, we feel that this should be an estimated goal, that will take into account our overall percentile of students making this growth, with the slight decline, which we believe will occur in 2016-2017.	64.80	(Blank)	60.00	65.00
<b>African-American Growth Percentile - Reading</b>				

We feel that we were trending high in this area. We will continue to work to try to increase our growth by 5% but, feel that this metric could also slightly dip, due to the non-concentration of collaboration, instructional materials, and possible decline in the NSGP, for reading, which we expect to see in 2016-2017. We are continuing to make sure that we focus in this area, so that we do not see an overall decline and we want to work to increase all of our students academic stance. We feel that these numbers for 2016-2017 are realistic and we hope to trend higher, as we have re-doubled our efforts in this area, after a review of BOY data in September of 2015.	99.00	83.00	50.00	60.00
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#### Hispanic Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00
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#### English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00
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#### Diverse Learner Growth Percentile - Reading

<p>This area was adjusted to reflect what we believe will be a decline in the DLG area, due to several factors, which have impacted the DL instruction during the 2015-2016 school year. Although, the DL did achieve record growth for the last 3 years, we believe that due to lack of fidelity in this school year (no DL teacher for grades 4th-8th for over 17 months, instructional minutes not being met due to a lack of resource teacher), and push into the GEN ED classrooms, without proper support), these numbers will be lower.</p> <p>As we have noted, these items, we are adjusting our monitoring of all processes related to DL, including building of school wide supports for these students, training all teachers and parents, and including Tier 2 and 3 instruction in the GLT, and ILT team as foci for the 2016-2017 school year. The hiring of DL teachers is a priority.</p>	99.00	(Blank)	60.00	65.00
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#### African-American Growth Percentile - Math

<p>This area will decline slightly due to the overall decline we feel will occur in Math based on the NSGP. Teacher capacity in this area, is good and reflects a consistent teaching effort around Mathematics in grades 1-8. However, some work is needed to continue to make sure we increase in this area. Overall, more use of Khan Academy, the Learning Continuum and instructional materials which are consistent and help to scaffold teacher instruction is needed school-wide.</p>	67.00	89.00	50.00	60.00
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#### Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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#### English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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#### Diverse Learner Growth Percentile - Math

<p>This area is trending high and due to some constraints with the learning environment in the 2015-2016 year, we feel that we will experience a decline in this area.</p> <p>A we have noted previously, these items, we are adjusting our monitoring of all processes related to DL, including building of school wide supports for these students, training all teachers and parents, and including Tier 2 and 3 instruction in the GLT, and ILT team as foci for the 2016-2017 school year. The hiring of DL teachers is a priority.</p>	98.00	(Blank)	50.00	60.00
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#### National School Attainment Percentile - Reading (Grades 3-8)

We will continue to concentrate in all areas of foci, however, due to noted exceptions of decline, we think will occur based on our metrics and overall school-wide indicators, the NSAP, will decline to reflect these trends in these grade levels.	45.00	48.00	50.00	60.00
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#### National School Attainment Percentile - Math (Grades 3-8)

We will continue to concentrate in all areas of foci, however, due to noted exceptions of decline, we think will occur based on our metrics and overall school-wide indicators, the NSAP-Math will decline to reflect these trends in these grade levels.	24.00	44.00	50.00	60.00
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#### National School Attainment Percentile - Reading (Grade 2)

Based on CIWP data for 2015-2016. this area shows a high level of continuous improvement. based on other metrics ( unit plans, GLT meetings, Collaboration with vertical teams and use of rigorous tasks for instruction), this areas will hold steady but, we predict a very slight decline. Data analysis and coordination of high level assessments and consistency, with the use of daily data driven instruction, is occurring but,can be explored and developoed further, to ensure inclusion of DL and differentiated instructional tasks and activities	10.00	89.00	90.00	90.00
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#### National School Attainment Percentile - Math (Grade 2)

This area is strong. Teachers are focused and use CCCS and ENGAGE NY, in their mathematics teaching daily. Focused instruction, with aligned assessments are seen in the primary grade. Two teachers have a mathematics endorsement and based on CIWP data for 2015-2016, and the NWEA, data as of late, students are trenging upward. Activities are high quality and data analysis is on-going.	1.00	67.00	70.00	70.00
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#### % of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00
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#### Average Daily Attendance Rate

We feel that with more attention and focus on this area, it will continue to grow. We are re-organizing our strategies around being more intentional with those students who do come to school. Developing special incentives and taking the time to make sure their families understand that we appreciate their commitment to their student. We are also continuing our home visits, phone calls and parent contacts to those who are absent more than 3 times a month.	95.70	95.80	96.00	96.50
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#### My Voice, My School 5 Essentials Survey

Well organized for the past 2 years. We believe that this will remain the same for 2016-2018	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Create a vertically and horizontally CCCS aligned literacy scope and sequence	<p>an increase in the use of a shared system of practices, which help to focus, and align all activities, goals and outcomes based on the use of these tools. We will be able to have a system in place which will help us to identify overall areas of concerns school wide, to develop sound, consistent, collaborative instructional practices.</p> <p>With an increased achievement outcome school-wide around Literacy practices. Authentic evidence in the areas of more consistency in guided reading, small group instruction, flexible grouping and best practices in Tier 1 and Tier 2 instructional areas.</p>	<p>An overall increase by 10% in the area of NWEA and DIBELS , over the 2016-2018 school years. We will also achieve a more streamlined and focused instructional process, which clearly outlines, expectations around activities, assessments, use of tools, guided reading, small group instruction and teacher led PD, and GLT foci for bi-weekly development. Also, it enhances a continuation of students performing at or above grade level in primary grades, based on assessment data.</p>
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Tags:  
Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor

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

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop team to organize construction of the vertically aligned scope and sequence	Principal, ILT, GLT,	Jun 1, 2016 to Jun 1, 2017	<p>Completion of Scope and sequence. GLT/ILTMeeting agendas GLT/ILT Meeting minutes</p> <p>As of 10/1/16, we are using resources from other schools, which mirror the information we would have developed. Envision Math, Reading Street and My Perspectives. Also, resources from Knowledge Center</p>	Completed

**Academic, Instructional planning, Academic learning, Instruction strategy**

Decide on content, instructional goals and materials used to design scope and sequence.	Principal, GLT, ILT	Sep 1, 2016 to Nov 1, 2016	<p>Documents used for guidance (CCCS, ENGAGE NY, Learning Continuum, Knoweldge Center, calendar</p> <p>As of 10/1/16, materials were ordered from the CPS approved content area programs (Envision and Reading Street, My Perspectives). Also, we have downloaded all materials for Engage NY and information from the Knowledge Center</p>	Completed
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**Instructional materials, Pd planning**

Attend focused PD or work to collaborate with other schools around Scope and Sequence development. This PD will concentrate on rigor, high level questioning and CCCS standards.	Principal , GLT, ILT	Jun 1, 2016 to Aug 1, 2016	PD flyers and activities attended, sign in sheets, minutes from meetings	Completed
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**Instruction, Instructional practices, Professional development, Scope and sequence, Grade level teams**

Develop unit plans by grade band. The goal is to have 4 per grade level for math and reading by the end of June 2016. We will begin building the remaining plans by June 2017.	GLT, ILT, Network Support, Principal	Jun 30, 2016 to Jun 1, 2017	<p>Resources regarding UBD literature, Shared resources from other schools, around Unit planning, Network supports around unit planning, PD agendas, workshop agendas, ILT team meeting minutes and agendas on -line resources around UBD,and network support agenda</p> <p>As of 10/1/16, all grade bands have developed unit plans and unit plan supports and these are being implemented.</p>	On-Track
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**Curriculum Design, Curriculum, Grade level teams, Curriculum mapping, Unit planning**

Develop a peer feedback and targeted lesson by grade bands. This includes review of unit plans, using system such as TriState Rubric, UBD resources around unit plan building. These tools will be the basis for review and alignment of draft scope and sequence. This is a 1 year effort for the beginning stage.	ILT Team, GLT, Principal, Network Support	Jun 30, 2016 to Jun 15, 2017	Tools and best practice resources around scope and sequence, peer review strategies, and coaching strategies . Documents related to ILT, GLT meetings and agendas.	Behind
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#### Peer coaching, Unit planning, Peer, Units

Development or incorporation of a rubric or tool for each grade band, in each content area (Reading and Math), related to the observation and monitoring for "Rigorous tasks". this includes, small group, peer to peer coaching, rigor matrix, collaborative conversations. This is a 1 year project for the beginning stage. These tools will be developed using the UBD system, the TriState Rubric system , resources from Engage NY and or Bloom-Hess Cognitive Rigor Matrix	ILT, GLT, Principal, Network Support	Jun 30, 2016 to Jun 1, 2017	PD around "rigorous tasks", PD around best practices related to peer coaching, and development of a rigor matrix. Resources from on-line sources and network support resources.	Behind
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#### Curriculum, Rigorous tasks, Rigor, Peer coaching, Unit planning, Collaborative review, Collaborative feedback

ILT and GLT team will look to create or incorporate an authentic school wide tool for monitoring based on best practices. These tools will be developed using the UBD system, the TriState Rubric system , resources from Engage NY and or Bloom-Hess Cognitive Rigor Matrix	ILT, Principal, GLT	Oct 3, 2016 to May 1, 2017	Best Practice documents from outside sources, ILT meeting minutes, ILT and GLT agendas, Review of literature on Monitoring tools	Behind
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#### Data, Classroom rigor, Data analysis, Differentiation, Common language, Schoolwide assessment

Engage in authentic creation of school wide instructional resources in mathematics and reading, (materials for instruction), particularly in the area of Teacher Created Resources. These instructional materials would include diagrams, projects, rubrics, formative and summative assessments, work samples all within grade bands and guided by CCCS and the Learning Continuum	ILT team, DATA team, GLT, Principal, Data Team, Network supports	Jul 1, 2016 to Jan 30, 2018	on -line best practice resources, resources around formative and summative assessments, curriculum tools, CCCS. As of 10/1/16, some of this work has begun, we have looked at how to use more authentic resources schoolwide and had had deep discussions around this However no action has been taken.	Behind
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#### Instructional practices, Instructional material, Summative, Rubrics, Summative assessment

Implement with fidelity, a more authentic system for the use and implementation of best practice strategies. Peer observations, use of the Socratic Method, Collaborative Conversations, inquiry based math instruction, math talks Cornell Notes and the use of a Cognitive Rigor Matrix. One strategy a quarter in Math and Reading will be concentrated on to make sure we are being authentic with implementation. We will use outside resources (Consultants, and network support for this)

Principal, Network supports, shared supports from other schools, on-line resources, outside consultants

Jun 30, 2016 to Jun 1, 2018

. Peer observations, use of the Socratic Method, Collaborative Conversations, inquiry based math instruction, math talks Cornell Notes and the use of a Cognitive Rigor Matrix. Information from outside consultants and other training's, agendas, minutes and notes

Behind

**Best practice, Authentic tasks, Peer observation, Rigor, Consultant**

## Strategy 2

If we do...

Develop a school wide data analysis team, which focuses on best practices, professional development activities, assists in the increased use of data driven teacher instruction to help drive successful student outcomes. This also includes MTSS data analysis.

...then we see...

increased instructional practices, which are at high levels, and high quality activities during instructional time, which are based on data, and are evidenced of best practice instruction, school wide and with consistency. We also will see a more unified and collaborative system around the newly created data team and the ILT team. This will help with consistency and focus, as both teams will share the work and divide up tasks.

...which leads to...


a 10% increase in growth in all common core subject areas (Math, Reading and Science). This will help to drive increase in student success and school wide data trend and attainment. This will be evidenced in the 2016-2018 school year, through the SQRP and assessment indicators (DIBELS, MCLASS,TRC). We also want to have more data around MTSS practices, which includes tracking data of at least 3%-5% of cases adjudicated.

Tags:

Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction


Area(s) of focus:

1, 2, 3, 4

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Development of team

Principal

Jun 1, 2016 to Jun 30, 2016

REACH Evaluations, Domain 4 data,

Completed

**Teacher Teams/Collaboration, ILT, Leadership, Accountability, Team building, Participaton**

Review set of core progress goals, tools and analysis for understanding. Work to build expectations and timeline. Gather and review best practice documents from outside resources on data teams, implementation of school wide data analysis system, monitoring tool and PD schedule

Principal, Data Analysis Team

Jun 15, 2016 to Jan 2, 2017

Documents from outside resources, Team meeting agendas, minutes and sign in sheets.

As of 10/1/ 16, we have engaged in this work but, it has been more discussion rather than action.

On-Track

**Professional development, Data analysis, Progress, Analysis of data, progress monitoring, rit instruction, small group instruction, Assessment data**

<p>Increase in the use of the MTSS practices and strategies schoolwide by developing a consistent and focused team. This team will design, train staff and implement an effective system around Evidence Based Interventions and Best Practices, with fidelity. Using data to work on both the SEL and academic support systems,</p>	<p>Principal, ILT team</p>	<p>Dec 25, 2017 to Dec 25, 2017</p>	<p>Best practice resources around MTSS, documents and rubrics around MTSS, sign in sheets and agendas from ILT team and GLT</p> <p>Schoolwide, we have engaged in PD and will continue this practice on a regular basis. GLT are not more focused around MTSS and SEL practices in their meetings weekly.</p>	<p>On-Track</p>
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**MTSS, SEL, Academics, Progress monitoring, Academic supports, Multi-tiered support systems, At risk**

<p>Develop a monthly system for MTSS team to meet and to review data. This will include using with fidelity a rubric, agenda, agreed upon meeting day and time and division of responsibilities.</p>	<p>ILT Team, MTSS team Data Team, Principal, Network support</p>	<p>Jun 30, 2016 to Aug 1, 2016</p>	<p>Best practice resources around MTSS strategies, data analysis practices, sign in sheets, minutes, agendas.</p> <p>Discussion and some action has occurred, more intent action is needed. Intentional support systems are being codified, and team is in place to move forward.</p>	<p>On-Track</p>
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**MTSS, SEL, Progress monitoring, Data analysis, Analyze data**

<p>Continue, monitor and develop with more consistency, the SEL and Character Education Program from PATHS. This will be done through lesson plans, unit plans and observation.</p>	<p>MTSS Team, ILT team Principal, Network support</p>	<p>Jul 15, 2016 to Jun 15, 2018</p>	<p>Agendas, sign in sheets, PATHS lesson plans, lesson and unit plans.</p> <p>SEL team has been formed and engaged. Meeting will take place in December. Also, one teacher will attend SEL Paths workshop</p>	<p>On-Track</p>
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**MTSS, SEL, Academics, Behavior supports;**

<p>Create a vertical/ horizontal team, which meets monthly during school day, to help develop, review and refine practices around data analysis, MTSS protocols and scope and sequence</p>	<p>MTSS Team, Data Team, ILT team, Principal</p>	<p>Jul 15, 2016 to Jun 30, 2017</p>	<p>MTSS protocols, Data Analysis tools, Scope and sequence, sign in sheets, agendas. Best practice resources.</p> <p>This has begun but more action is needed in this area to develop fully</p>	<p>On-Track</p>
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**Instructional practices, Best practice, Data analysis, Collaboration, Team**

<p>Re-align, and recreate if necessary, the documentation system for referrals for MTSS. This includes first a PD on best practices on how to use MTSS, a flow chart for the referral systems, documentation and evidence and development of a "model" that each teacher will receive model hand folder for use.</p>	<p>Counselor, Case Manager, Principal, teachers</p>	<p>Oct 3, 2016 to Mar 30, 2017</p>	<p>2 workshops have been given by Counselor and Principal. These PD and review of MTSS will also occur during grade level meetings</p>	<p>On-Track</p>
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### Strategy 3

If we do...

Revise, realign and use the Nash School wide Grading plan with fidelity, then we will have a systemic, focused, structural entity which will help us communicate our beliefs effectively around teaching and learning

...then we see...

A better understanding between school, student and parent around what progress and achievement looks like school wide when done with intention.

Evidence of balanced grading school-wide

...which leads to...


a shared understanding between the use of common practices, language, grade analysis, activities and instructional outcomes. Including the number of students "on-track" by 10%, in the 2016-2017 school year.

Tags:

Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy


Area(s) of focus:

1, 3, 2, 4

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Review, revisit and realign if necessary, the Nash School-Wide grading policy, established in 2016.

Principal, All Staff, ILT, GLT

Jun 30, 2016 to Aug 1, 2016

Nash Grading Plan Meeting agendas Meeting minutes. This is reviewed quarterly by ILT team.

Completed

#### Instruction, Grading, Gradebook, Balanced grading and assessment, Grading policy

Host teacher and parent meetings to review, and realign Nash Grading Policy, to make sure that common items are included (grading scale, rubrics, homework policy etc..), so that an increased understanding is obtained by all stakeholders

Principal, ILT

Sep 9, 2016 to Jun 1, 2017

Parent meeting agenda and minutes, sign in sheet from meetings. Grading policy

Parent workshop hosted on 9/13/16 for all grade levels and introduced this to all parents. Also, the grading policy has been sent home.

Parent meeting was also held on 11/16 and information was given out about this and parent portal

Completed

#### Community, Balanced grading and assessment, Community events, Parents, Grading policy, Workshop

Create common units by grade band, create common lesson plan format by grade band, include grading policy as a handout to parent or include in student and parent handbook

Principal, GLT, ILT team, LSC

Jul 1, 2016 to Aug 1, 2016

Nash School Grade Level Policy, Nash School Student and Parent handbook

As of 10/1/16, this has been on-going. First part has been developed and completed. Was sent home week of 9/30 to parents.

On-Track

#### Common core, Community, Lsc, Pta, Grading policy, Unit planning, Nclb

Consistently meet quarterly with LSC, PTA and NCLB committee to discuss Nash Grading Policy.

Principal

Jun 9, 2016 to Dec 7, 2017

LSC, PTA and NCLB agendas, minutes Nash School Grading Policy, Stakeholder Meeting. During first PTA/LSC and NCLB meeting, grading policy was reviewed and discussed. handed out to parents

This will also occur at the December LSC and PTA meeting.

On-Track

#### Grading, Community, Student engagement, Shared leadership, Lsc, Parent engagement, Grading policy,

## Gradebook monitoring, Grade band

Develop a more consistent focus around the grading policy and grade book. This includes more consistent monitoring of grade book, to make sure all grade bands are aligned with agreed up on practices and school values. Monthly feedback will be given to GLT's by ILT team representatives. This will involve more communication to parents, more in-services for parents and teachers. Will develop and increase our monthly " student talks" with all students in grades 3rd-5th. This involves grades, assignments and students progress. This has been occurring since 2013 and is done quarterly.	Principal, ILT Team , Data Team	Jun 30, 2016 to Aug 30, 2016	Grade book, dashboard, Nash grading policy. We have begun and completed "Student Talks" and we have also reviewed grading policy with parents as of 10/1/16	Completed
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## Gradebook, Data tracking, Monitoring

Host regular meetings for parents and teachers around grade book policies. Host workshops, in-services during the PTA, and NCLB meetings to discuss Nash Grading policy and expectation	Principal, PTA, NCLB	Sep 5, 2016 to Jun 1, 2018	Agendas sign in sheets, meeting minutes, grade policy, parent handbook  As of 10/1 have one parent meeting scheduled thus far, and are continuing to hold workshops accordingly.	Completed
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## Parent, Gradebook, Pta, Nclb

Develop rubrics by grade band which assess commonalities around student work and assessment indicator types.	ILT, GLT, Principal	Jan 2, 2017 to Jan 30, 2017	rubric samples, work samples, final product, on-line best practice material	Not started
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## Parents, Rubrics, Designing assessments, Nclb

## Strategy 4

If we do...

Authentic creation of school wide instructional resources in mathematics and reading, (materials for instruction), particularly in the area of Teacher Created Resources. These instructional materials would include diagrams, projects, rubrics, formative and summative assessments, work samples all within grade bands and guided by CCCS and the Learning Continuum

...then we see...

a school wide alignment in core subject areas with educational standards, practices and assessments, which are teacher lead and driven.

...which leads to...

increased use of best practice instructional activities, which help to increase schoolwide assessment data and benefit student learning and outcomes.

Tags:

Aligned resources, Resources, Instructional materials, Teacher teams, Rubrics, Aligned assessments

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Bi-weekly meeting with ILT  
Weekly with GLT to develop next  
step processes to being action  
plan for creation of resources.

Principal, GLT, ILT

Jun 2, 2016 to  
Dec 1, 2017

minutes from GLT and ILT team  
meetings, agendas and evidence  
of work product

On-Track

**ILT, Instructional material, Assessment design, Learning  
objectives, Grade level teams, Education**

Procurement and review of best  
practice examples and information  
around these resources. Use of  
CCCS and knowledge center  
materials for development of  
materials

ILT, GLT, Principal

Jun 30, 2016 to  
Aug 1, 2016

Evidence of materials from other  
sources, development of  
resources, minutes and agendas  
from GLT and ILT team meetings.  
Have begun to look at resources  
in this area. Visiting schools to  
see teams in January/February..

On-Track

**Instructional practices, Instructional material, Common  
core, Instructional materials**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<b>+</b> Develop team to organize construction of the vertically aligned scope and sequence Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Academic, Instructional planning, Academic learning, Instruction strategy	Principal, ILT, GLT,	Jun 1, 2016	Jun 1, 2017	Completed
<b>+</b> Decide on content, instructional goals and materials used to design scope and sequence. Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Instructional materials, Pd planning	Principal, GLT, ILT	Sep 1, 2016	Nov 1, 2016	Completed
<b>+</b> Attend focused PD or work to collaborate with other schools around Scope and Sequence development. This PD will concentrate on rigor, high level questioning and CCCS standards. Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Instruction, Instructional practices, Professional development, Scope and sequence, Grade level teams	Principal , GLT, ILT	Jun 1, 2016	Aug 1, 2016	Completed
<b>+</b> Develop unit plans by grade band. The goal is to have 4 per grade level for math and reading by the end of June 2016. We will begin building the remaining plans by June 2017. Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Curriculum Design, Curriculum, Grade level teams, Curriculum mapping, Unit planning	GLT, ILT, Network Support, Principal	Jun 30, 2016	Jun 1, 2017	On-Track
<b>+</b> Develop a peer feedback and targeted lesson by grade bands. This includes review of unit plans, using system such as TriState Rubric, UBD resources around unit plan building. These tools will be the basis for review and alignment of draft scope and sequence. This is a 1 year effort for the beginning stage. Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Peer coaching, Unit planning, Peer, Units	ILT Team, GLT, Principal, Network Support	Jun 30, 2016	Jun 15, 2017	Behind
<b>+</b> Development or incorporation of a rubric or tool for each grade band,in each content area (Reading and Math), related to the observation and monitoring for " Rigorous tasks". this includes, small group, peer to peer coaching, rigor matrix, collaborative conversations. This is a 1 year project for the beginning stage. These tools will be developed using the UBD system, the TriState Rubric system , resources from Engage NY and or Bloom-Hess Cognitive Rigor Matrix Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Curriculum, Rigorous tasks, Rigor, Peer coaching, Unit planning, Collaborative review, Collaborative feedback	ILT, GLT, Principal, Network Support	Jun 30, 2016	Jun 1, 2017	Behind
<b>+</b> ILT and GLT team will look to create or incorporate an authentic school wide tool for monitoring based on best practices. These tools will be developed using the UBD system, the TriState Rubric system , resources from Engage NY and or Bloom-Hess Cognitive Rigor Matrix Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Data, Classroom rigor, Data analysis, Differentiation, Common language, Schoolwide assessment	ILT, Principal, GLT	Oct 3, 2016	May 1, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Engage in authentic creation of school wide instructional resources in mathematics and reading, (materials for instruction), particularly in the area of Teacher Created Resources. These instructional materials would include diagrams, projects, rubrics, formative and summative assessments, work samples all within grade bands and guided by CCCS and the Learning Continuum</p> <p>Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Instructional practices, Instructional material, Summative, Rubrics, Summative assessment</p>	ILT team, DATA team, GLT, Principal, Data Team, Network supports	Jul 1, 2016	Jan 30, 2018	Behind
<p>✚ Implement with fidelity, a more authentic system for the use and implementation of best practice strategies. Peer observations, use of the Socratic Method, Collaborative Conversations, inquiry based math instruction, math talks Cornell Notes and the use of a Cognitive Rigor Matrix. One strategy a quarter in Math and Reading will be concentrated on to make sure we are being authentic with implementation. We will use outside resources (Consultants, and network support for this)</p> <p>Tags: Instruction, Academic perfor, Achievement, Instruction planning, Academic rigor, Best practice, Authentic tasks, Peer observation, Rigor, Consultant</p>	Principal, Network supports, shared supports from other schools, on-line resources, outside consultants	Jun 30, 2016	Jun 1, 2018	Behind
<p>✚ Development of team</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, Teacher Teams/Collaboration, ILT, Leadership, Accountability, Team building, Participaton</p>	Principal	Jun 1, 2016	Jun 30, 2016	Completed
<p>✚ Review set of core progress goals, tools and analysis for understanding. Work to build expectations and timeline. Gather and review best practice documents from outside resources on data teams, implemtation of school wide data anlysis system, monitoring tool and PD schedule</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, Professional development, Data analysis, Progress, Analysis of data, progress monitoring, rit instruction, small group instruction, Assessment data</p>	Principal, Data Analysis Team	Jun 15, 2016	Jan 2, 2017	On-Track
<p>✚ Increase in the use of the MTSS practices and strategies schoolwide by developing a consistent and focused team. This team will design, train staff and implement and effective system around Evidence Based Interventions and Best Practices, with fidelity. Using data to working on both the SEL and academic support systems,</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, MTSS, SEL, Academics, Progress monitoring, Academic supports, Multi-tiered support systems, At risk</p>	Principal, ILT team	Dec 25, 2017	Dec 25, 2017	On-Track
<p>✚ Develop a monthly system for MTSS team to meet and to review data. This will include using with fidelity a rubric, agenda, agreed upon meeting day and time and division of responsibilities.</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, MTSS, SEL, Progress moniorting, Data analysis, Analyze data</p>	ILT Team, MTSS team Data Team, Principal, Network support	Jun 30, 2016	Aug 1, 2016	On-Track
<p>✚ Continue, monitor and develop with more consistency, the SEL and Character Education Program from PATHS. This will be done through lesson plans, unit plans and observation.</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, MTSS, SEL, Academics, Behavior supports;</p>	MTSS Team, ILT team Principal, Network support	Jul 15, 2016	Jun 15, 2018	On-Track
<p>✚ Create a vertical/ horizontal team, which meets monthly during school day, to help develop, review and refine practices around data analysis, MTSS protocols and scope and sequence</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction, Instructional practices, Best practice, Data analysis, Collaboration, Team</p>	MTSS Team, Data Team, ILT team, Principal	Jul 15, 2016	Jun 30, 2017	On-Track
<p>✚ Re-align, and recreate if necessary, the documentation system for referrals for MTSS. This includes first a PD on best practices on how to use MTSS, a flow chart for the referral systems, documentation and evidence and development of a " model for this system" that each teacher will receive model hand folder for use.</p> <p>Tags: Assessment, Data, Assessment design, Data driven instruction, Schoolwide assessment, Focused instruction</p>	Counselor, Case Manager, Principal, teachers	Oct 3, 2016	Mar 30, 2017	On-Track
<p>✚ Review, revisit and realign if necessary, the Nash School-Wide grading policy, established in 2016.</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Instruction, Grading, Gradebook, Balanced grading and assessment, Grading policy</p>	Principal, All Staff, ILT, GLT	Jun 30, 2016	Aug 1, 2016	Completed



District priority and action step	Responsible	Start	End	Status
<p>✚ Host teacher and parent meetings to review, and realign Nash Grading Policy, to make sure that common items are included (grading scale, rubrics, homework policy etc.), so that an increased understanding is obtained by all stakeholders</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Community, Balanced grading and assessment, Community events, Parents, Grading policy, Workshop</p>	Principal, ILT	Sep 9, 2016	Jun 1, 2017	Completed
<p>✚ Create common units by grade band, create common lesson plan format by grade band, include grading policy as a handout to parent or include in student and parent handbook</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Common core, Community, Lsc, Pta, Grading policy, Unit planning, Nclb</p>	Principal, GLT, ILT team, LSC	Jul 1, 2016	Aug 1, 2016	On-Track
<p>✚ Consistently meet quarterly with LSC, PTA and NCLB committee to discuss Nash Grading Policy.</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Grading, Community, Student engagement, Shared leadership, Lsc, Parent engagement, Grading policy, Gradebook monitoring, Grade band</p>	Principal	Jun 9, 2016	Dec 7, 2017	On-Track
<p>✚ Develop a more consistent focus around the grading policy and grade book. This includes more consistent monitoring of grade book, to make sure all grade bands are aligned with agreed up on practices and school values. Monthly feedback will be given to GLT's by ILT team representatives. This will involve more communication to parents, more in-services for parents and teachers. Will develop and increase our monthly " student talks" with all students in grades 3rd-5th. This involves grades, assignments and students progress. This has been occurring since 2013 and is done quarterly.</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Gradebook, Data tracking, Monitoring</p>	Principal, ILT Team , Data Team	Jun 30, 2016	Aug 30, 2016	Completed
<p>✚ Host regular meetings for parents and teachers around grade book policies. Host workshops, in-services during the PTA, and NCLB meetings to discuss Nash Grading policy and expectation</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Parent, Gradebook, Pta, Nclb</p>	Principal, PTA, NCLB	Sep 5, 2016	Jun 1, 2018	Completed
<p>✚ Develop rubrics by grade band which assess commonalities around student work and assessment indicator types.</p> <p>Tags: Grading, Balanced grading and assessment, Parent portal, Parent involvement, Grading policy, Parents, Rubrics, Designing assessments, Nclb</p>	ILT, GLT, Principal	Jan 2, 2017	Jan 30, 2017	Not started
<p>✚ Bi-weekly meeting with ILT Weekly with GLT to develop next step processes to being action plan for creation of resources.</p> <p>Tags: Aligned resources, Resources, Instructional materials, Teacher teams, Rubrics, Aligned assessments, ILT, Instructional material, Assessment design, Learning objectives, Grade level teams, Education</p>	Principal, GLT, ILT	Jun 2, 2016	Dec 1, 2017	On-Track
<p>✚ Procurement and review of best practice examples and information around these resources. Use of CCCS and knowledge center materials for development of materials</p> <p>Tags: Aligned resources, Resources, Instructional materials, Teacher teams, Rubrics, Aligned assessments, Instructional practices, Instructional material, Common core, Instructional materials</p>	ILT, GLT, Principal	Jun 30, 2016	Aug 1, 2016	On-Track

## 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students 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 supplant 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.

The PAC, NCLB and LSC will continue to hold monthly meetings. We also host events such as a community forum, open house, Title 1 meeting and Family Nights, which are all used to help inform parents. The PAC, NCLB and LSC are the primary vehicles through which information is disseminated. We will increase after school and weekend events to also increase visibility in this area. The annual Title I Parent Advisory Council Meeting (PAC) held on Thursday, September 15, 2016 at 10:30 am.  
The Title I Organizational Meeting was held on Thursday, September 15, 2016 at 9:15 am .

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

The CIWP will be discussed at the school's Open House and again in September's LSC meeting. When revisions to the plan are needed, the meetings will be advertised and invitations will be given to the parents and the stakeholders. The link to the CIWP will be put on-line and disseminated to parents. The annual Title I Parent Advisory Council Meeting (PAC) held on Thursday, September 15, 2016 at 10:30 am.  
The Title I Organizational Meeting was held on Thursday, September 15, 2016 at 9:15 am .

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.

Nash School accomplishes much of this through its Annual Open House held at the beginning of the academic year. Parents receive a copy of the Parent Handbook Policy, and written information on how to view the school report card, with these being discussed. During this meeting there is an overview of the state academic content & achievement standards & student assessment reports are discussed. An explanation is given regarding Title I, what services are offered and how parents have the right to be involved in their children's education. Parents are given the opportunity to meet their child's teachers, learn about individual class assessments, and what their parental role will be in helping their children achieve success.

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.

Nash School will have monthly LSC meetings held after regular school. All parents are invited to be involved in the development of the Schools's CIWP. All parents were contacted through letter sent home by students. A suggestion box for parental and community input is located on the counter in the school's office, along with parental handouts and informational pamphlets. A parent room is available to be used by parents as needed. The annual Title I Parent Advisory Council Meeting (PAC) held on Thursday, September 15, 2016 at 10:30 am.  
The Title I Organizational Meeting was held on Thursday, September 15, 2016 at 9:15 am .

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.

Nash School will provide a report of their child's performance on the State assessment on the first Parent-teacher conference in the month of November 2016 and April 2017. This will continue with monthly parent phone calls by teachers, and notices sent home.

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

The school will provide parents at open house in the Month of August 2016 with information on "highly qualified teachers" as defined in the Title I Final Regulations. Parents of students that are taught by a teacher who is not "highly qualified" will be sent notification via US Postage mail. Parents will have an opportunity to conference with a teacher who is not "highly qualified" (if any) from 7:45 a.m. to 8:00 a.m. during each student attendance day for the school year.

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.

Nash will assist parents how to locate state standards and local academic assessments such as; encouraging parents to attend workshops/training for state and local standards and how to effectively communicate with educators. Nash will provide a workshop for parents in the Month of August 2016 for checking their child's daily student grading progress online (parent portal). Also, more communication will be sent home on a regular basis regarding parent portal.

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.

Nash School will provide parents opportunities to participate in parent workshops. A literacy training workshop will be offered to parents in the fall as well as a workshop on IMPACT - Parent Portal. Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips and helping to set up classroom displays

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.

Nash will educate all staff members how to use email and parent portal to communicate with parents. All teachers will communicate student's daily assignments with parents using IMPACT - Gradebook online via the Internet/Parent Portal.

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.

Nash will invite Head Start parents to participate and/or volunteer in afterschool activities such as; Literacy and Mathematics family night given in the months of November, April, and May. Nash School will provide parents opportunities to volunteer and participate in their children's classes. Parents are encouraged to assist with class activities and participating in field trips.  
Encourage parents to become a member of the PTA.

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.

Nash will sent out newsletters, flyers, announcements, and other creative materials to insure communication between parents and the school. (Information will be sent out in easy to read English language and Spanish language when necessary.)The annual Title I Parent Advisory Council Meeting (PAC) held on Thursday, September 15, 2016 at 10:30 am.  
The Title I Organizational Meeting was held on Thursday, September 15, 2016 at 9:15 am .

#### 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.)

Nash School will provide high-quality curriculum and instruction in a supportive environment through the following: Vision: Henry H. Nash Elementary School strives for 'Excellence Through Perseverance' to meet the academic, social, and emotional needs of all students, including diverse learners and their learning needs, by implementing research-based instruction on various "Learning Modalities." We believe rigor allows us to use differentiated strategies incorporated throughout our curriculum to support the unique learning needs of all students. We believe, against all odds, all students have the ability to persevere. Mission: Henry H. Nash Elementary School envisions all students, including students with diverse learning needs, reaching their fullest potential through a nurturing school climate that promotes individuality, respect, responsibility, and continuous learning for all students, staff, and community members. By promoting this type of environment that welcomes the diversity of all students..."Oh, The Places We Will Go!"

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.

Nash School will hold the following parent-teacher conferences: Parent-teacher conferences on school progress - November 2016 Parent-teacher conferences on school progress April 2017.

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

Nash School will provide parents with frequent reports on their children's progress during the first, second, third and fourth quarter student progress report days and also every five weeks student will be issued progress reports. In addition, teachers are responsible for calling parents quarterly and sending home bi-weekly newsletters or calendars.

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

Nash School will provide parents access to staff during two (2) Report -Card Pick up / Teacher - Parent Conference Days; between 7:45 a.m. and 8:00 a.m. on school days, and by appointment during the school year. Parents may also call the school and leave a message for the teacher for an appointment. Any parent who wishes to see a teacher during normal school hours will be accommodated to the best of our ability.

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.

Nash School will provide parents opportunities to volunteer and participate in their children's classes. Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips and helping to set up classroom displays. Appointments with the teacher to set up volunteer activities are encouraged as well as with the PTA.

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

Nash School parents will support their children's learning through regular visits and communication with the teachers, monitoring student attendance, homework and class projects. Parents are also asked to fill out a survey in April of the year, and teachers perform quarterly calls as check in's with all parents. This is a mandated activity.

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

Nash School parents will participate in decisions relating to the education of their children through engagement of the PTA, NCLB meetings, and LSC meetings. Parents are also encouraged to participate in school surveys and comment drop boxes located in the main and primary offices. The annual Title I Parent Advisory Council Meeting (PAC) held on Thursday, September 15, 2016 at 10:30 am. The Title I Organizational Meeting was held on Thursday, September 15, 2016 at 9:15 am

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).

Nash School students will share the responsibility for improved student academic achievement. This will be accomplished by coming to school prepared with supplies and assignments completed, displaying a positive and engaging attitude and maintaining good student attendance.

## 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.

Involving parents to a greater degree bods well for Nash School. We aim to make sure to increase our parents understanding of how important it is to be partners with us by, increasing the amount of workshops, seminars and parent/community events. Focusing on the School to Home connection will be our priority. We want to offer more in-services for parents on weekends and intend to restart our GED classes for parents. Using all funds, to direct our student/parent/community focus, will be our outcome to continue our achievement and increase our metrics by 10% in all MSMV survey metrics.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation		
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	500	.00
53405	<b>Supplies</b> 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.	\$	500	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	40	.00
54125	<b>Consultants</b> 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)	\$	500	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	0	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	100	.00
54565	<b>Reimbursements</b> 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.	\$	25	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	100	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	100	.00