



William P Nixon Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
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01/24/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	SEF Self-Assessment
01/29/2018	School Climate Team (Beatriz Lugo-Gonzalez, Nancy Berlanga, Minerva Gomez, Kimberly Roberson, Nora Magdaleno)	SEF Self-Assessment
02/06/2018	Parents (Melissa Rendon, Maria Toribio, Margarita Lagunas, Lorena Garcia, Christina Garcia...)	SEF Self- Assessment
02/07/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	SEF Self-Assessment
02/11/2018	Teacher Teams	SEF Self- Assessment
02/14/2018	LSC	SEF Self- Assessment
02/21/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	SEF Self- Assessment
03/07/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	SEF Priority Setting
03/14/2018	LSC	SEF Priority Setting
04/04/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	Goal Setting, Strategy Selection
04/11/2018	LSC	Goal Setting
04/25/2018	ILT Members (Sherly Chavarria, Diana Lopez, Megan Clendening, Alese Affatato, Janice Perez, Lisa Arroyo, Elizabeth Perez, Stephanie Mejia, Racquel Nieves-Garcia)	Strategy Selection and Action Plan
04/27/2018	LSC	Approval

School Excellence Framework

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.

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There are clear structures in place for collective responsibility: functioning ILT, BHT, Academic MTSS team, School Climate Team, School Events team. The ILT meets on a weekly basis, with an average attendance of 90%. The members of this group share responsibility for key school strategies and events. An area of growth is to ensure that communication about what is happening does not only come from principal. There is also overlap in members in different groups, there is continued opportunity for more involvement from all staff.

Nixon has undergone major change over the last two years. Yet, staff morale remains high, as evidenced by 5E survey data that shows high Effective Leaders is rated as strong, and School Commitment is rated as strong.

We are beginning to develop a shared instructional vision, in particular in relationship to Tier 1 instruction. However, there remains opportunity to bring more coherence to MTSS, and beliefs about students with diverse learning needs and how to best serve them.

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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">✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none">✓ Five Essentials
Five Essentials	<ul style="list-style-type: none">Effective LeadersCollaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none">4d. Growing and Developing Professionally4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none">A1. Assesses the Current State of School Performance and Develops a CIWPA2. Implements Data Driven Decision Making and Data Driven InstructionA5. School Vision and Mission Drive Decision-MakingD4. 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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The ILT regularly engages in ongoing inquiry. The ILT operates using a Cycle of Inquiry theory of change. We plan regular opportunities for progress monitoring including, monitoring teacher instructional progress, and school culture.

The ILT represents all school members. However, an area of growth is to ensure that the ILT is continuously communicating with entire school community.

The ILT regularly uses productivity protocol. As we continue to grow we can improve the culture of collegiality and push each other's thinking further.

We use data in a timely fashion. We could attend more to disaggregating data for priority groups.

We meet regularly, on a weekly basis, and use an agenda driven by goals, and weekly objectives.

All team members have equity of voice.

The next step for as an ILT is to pivot to including more protocols focused on student work.

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools	
✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

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Professional learning plan is informed by data, both student outcome data and teacher instructional data. PL plan was designed with input from various groups within the school. PL is differentiated based on different needs of students served. Have implemented monthly cycle of coaching that include new learning, peer observation, reflection and practice change. Ongoing coaching provided by literacy coach. Area for growth is continued opportunity for safe practice, and greater feedback on practice change. ILT utilizes multiple systems to monitor implementation of professional learning. Area for growth is creating a form induction program for new teachers.

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"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules 	

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

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Schedules are designed aligned to instructional time guidelines. Have implemented departmental schedule in grades 3-6 to support teacher specialization. Purchases of new curriculum are aligned to research. New ARC curriculum is only curriculum rated to be fully aligned with Common Core standards. Teacher turnover is low. ESPs are being trained to deliver interventions.

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CWP
Five Essentials	✓ Five Essentials
MTSS Framework	Effective Leaders, Collaborative Teachers
CPS Framework for Teaching	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Performance Standards for School Leaders	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
	Instructional Supports
	Strategic Source Vendor List
	CPS Instructional Time Guidelines: Elementary School Overview
	CPS Instructional Time Guidelines: High School Overview
	CPS Instructional Block Guidance: K-2 Literacy
	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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We are horizontally aligned, moving towards vertical alignment. I.e., peer review of scope and sequence and different grade levels. Essential understandings are in place for Math and Literacy. Bilingual students are exposed to curriculum at same level of rigor, but we need to continue to develop curriculum that aligns to vision for bilingual instruction. Do not have a clear vision for curricular resources needed in Special Education Resource setting. Some social emotional learning embedded in curriculum. i.e. fourth grade is reading Ivan Ho the novel. Not certain SEL has school wide implementation. Some partnerships, i.e. Depaul, Steel Band, many after school opportunities for real world application of learning. However, Culturally relevant needs improvement. Need to continue to invest in Spanish language materials. We have begun to horizontally align units of study, but more is still needed. We have begun to use big ideas, but not have not fully integrated instruction around these ideas.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

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

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All of our curriculums are aligned to the Common Core Standards- we use the American Reading Company Units of Study, enVision Math, and FOSS. All of these curriculums are implemented with fidelity across all grade levels. This year we have dedicated time to begin collaboratively planning in order to ensure that lesson plans are aligned to standards. Our bilingual classrooms have equal access to the curriculum in English and in Spanish. All Reading units are integrated with a content area. All reading units are paired with over 100 book text sets, at multiple reading levels that align to each unit theme. In addition, we have an active and functioning library, that provides resource materials that are actively used. Students have choice, in their final products. The upper grades integrate technology into research and performance tasks.

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"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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It is evident that most teachers are challenging the students and giving more rigorous work through the ARC curriculum and Envision program along with the professional learning cycles Nixon staff have been completing this year. Throughout the year, our vertical literacy content meetings have been developing standards based objectives that align with the content of our reading curriculum into a backwards designed unit plan. This teaching and learning has led to collaboration between teachers to ensure that the students are persevering through content to produce a strong portfolio of work by the end. In the vertical math content meetings, they have been studying their practice in terms of the balance between procedural and conceptual math. They have been collaborating through peer observations, debriefs and study in order to improve their pedagogy to focus more on developmentally appropriate, rigorous tasks.

Over the past year, Nixon's ILT has developed a rubric for observing teachers teaching literacy and math. These rubrics were designed using the TRU Math dimensions for Math and the Literacy Rubric was created with the research of Allington, Fountas & Pinnell, and McTighe and Wiggins. The rubrics represent the key shifts in math, Focus, Coherence, and rigor and the key shifts in literacy, complexity, evidence, and knowledge. During our baseline data collection, only 24% of teachers had student work that showed them struggling and grappling with grade level CCSS and by our winter data collection, the percentage had grown to 56%.

Needing to examine student work is the next step for our learning and that is part of our current learning cycle in our vertical content meetings.

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). 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"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
CPS Performance Standards for School Leaders	3c. Engaging Students in Learning
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQGP)
✓	Slice Protocol – Looking at Student Work

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)

We have some opportunities for exposing students to College and Career opportunities: field trips to DePaul, after school college going programs, however we could develop a more well articulated and deliberate plan.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Nipponica Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCIR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

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

We have set a clear vision for instruction, however implementation of quality instructional practices is still inconsistent. Nixon's ILT MOY walk through for literacy, using a research backed rubric created by the ILT, only 56% of teachers regularly engage students in rigorous tasks, only 69% of teachers regularly actively engage all students, and only 30% of teachers use multiple strategies to engage students in discourse. For our math MOY walk through, using TRU Math Rubric shows that 29% of teachers regularly engage students in rigorous tasks, 43% of teachers regularly actively engage all students, and 29% of teachers encourage their students to use mathematical language in discourse.

This year, we created unit plans as a grade level for literacy and math using backward design. While we have our end of unit, common assessment, we have not solidified how to monitor and check for understanding throughout the unit and then utilize that formative data to inform our instruction. Our NWEA growth is at the 38th percentile, attainment is at the 18th percentile in reading. For math, growth is at the 31st percentile and attainment is at the 20th percentile. We are starting to make gains, but, the quality of the instructional practices is not high throughout the school.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 3 4

Use multiple measures to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.

We supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning. Some of the following are assessments used at multiple points in time: (1) NWEA during Winter and Spring; (2) TRC DIBELS during Fall, Winter and Spring; (3) REACH during Fall and Spring; (4) PARCC during Winter; and (5) ACCESS testing.

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.

We use screening, diagnostic, and progress monitoring assessments to correctly identify specific gaps and monitor improvement but using a Multi-Tier-System of Support. Teachers are a school-wide logging tool to enter weekly Tier 2 and Tier 3 progress monitoring results. Differentiated Tier 1 instruction is still an area of needed improvement.

Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed modifications.

We are making assessments accessible to students and including diverse learners and English Learners through employing features of universal design. According to the NWEA data we are in need of improving our accommodations and modifications.

The NWEA Reading growth Hispanic Priority Groups performed better than 36% of schools nationally. The English Learners Priority Group performed better than 40% of schools nationally. The Diverse Learners Priority Group performed better than 17% of schools nationally.

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.

According to the 5 Essentials Report Ambitious instruction and Academic Press, is rated strong. Math instruction Performance is very strong but English instruction and Quality of Student Discussion is neutral. We have adapted the EnVision curriculum with this being our second year implementing it. We have adapted the ARC Literacy and Writing curriculum with this being our first year using it.

Utilize assessments that measure the development of academic language for English learners.

We use the ACCESS assessment to measure the development of academic language for English learners. We are in the process of implementing WIDA standards and learning how to use ACCESS data to guide our instruction. We can use ACCESS rating data for OLCE.

Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.

Teachers have access to and analyze school-wide, and grade level assessment NWEA data to determine instructional effectiveness and subsequent learning needs. Teachers are using the Insight Data Report and the NWEA Learning Continuum to guide learning needs and also to create and update an effective Scope and Sequence. NWEA grade level and school-wide data is analyzed Fall, Winter, and Spring to guide cycles of learning and school improvement. Although these are all things that are being implemented they are areas in which we are currently working to improve.

Improve and promote assessment literacy.

ARC training is being continuously provided to further improve and promote literacy assessment.

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

We have a school-wide grading system listed in the Nixon Handbook in which all teachers must follow. We are in need of improving the Diverse Learner grading criteria and how that transfers into our general education classrooms. We also need more 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.

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 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.

- 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
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.e. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4.b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

We have set up school wide expectations for Tier 1 academic and SEL supports for all students and have a Behavior and Academic MTSS team. We have curriculums in place for Tier 1 SEL, Second Step, and have some instructional materials in place to assist with the support of students who show a need for intervention or enrichment through our reading and math curriculums.

Both MTSS teams meet regularly to review student data, analyze student need based on progress monitoring trends, NWEA data, attendance and behavior referrals and they review the requests from teachers for support in Tier 2 and Tier 3 interventions. Our school wide expectations include parent letters for communicating interventions, intervention and progress monitoring supports and ways for the teachers to communicate their needs to the Behavior and Academic MTSS teams. We have Tier 2 supports in place for SEL needs, such as anger coping groups and check in check out. We also have Tier 2 academic interventions being administered by the classroom teachers, the instructional coach and teacher aids, when possible. The administrative team also meets regularly to analyze supports needed for students who are not on track or have chronic absenteeism.

We need to continue our work by strengthening our communication between all stakeholders, for example, closing the communication circle between teacher, parent and administration so everyone understands the supports that are in place and ensuring consistent follow thru of behavior contracts that are put in place by all teachers, staff members, students, parents and administration.

Guide for Multi-Tiered System of Supports

- **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) 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
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 **2** 3 4

The culture for learning at Nixon Elementary exists in small pockets, but, only 55% of teachers, as reported in the 5 Essentials, say that instruction is ambitious. We have systems and structures in place to support students in making learning goals, but, it is not yet school wide or revisited enough to have a lasting impact on the students. We have also made changes to our curriculums in order to cultivate student curiosity, but, it is not fully implemented yet. The school climate team has been evaluating how teachers and students interact in the hallway and examining teacher's thoughts on how noise in the hallways can effect learning. During a school wide professional development, all teachers agreed that having quiet and orderly hallways had a large impact on the learning that was taking place in classrooms. They also agreed that many of them did not follow the expectations that are set for the students, such as stopping and talking in the hallway. We are in the process of building those systems and structures, but, they are not being implemented school wide.

This year, we implemented a new awards program where high achieving, high attendance and low behavior incidents received a special award and recognition throughout the school, however, only 48% of students report that there is a strong connection with teachers that supports their learning goals and only 46% of students report that teachers expect students to do their best according to the 5Es.

According to a math and literacy observation rubric that was designed by the ILT and used school wide, only 29% of the classrooms in literacy and 29% in math showed that students were engaged in the lesson when observed. If 71% of the students are not engaged in the lesson, then they are not taking responsibility for their own learning. The classroom environment is not set up to cultivate students increasing their effort or building stamina for learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1, Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

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

Score

1 2 **3** 4

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.

The relational trust among stakeholders at Nixon Elementary is high with some inconsistencies. 91% of teachers say they trust each other as reported 5E, and 74% of the teachers agreed that the levels of trust with the principal are high. We have curriculum and systems in place that will help us sustain and gain trust between all school participants. For example, teachers have received 2nd Step, and Restorative Practice training. Our School Climate Team meets regularly and conducts the problem solving cycle in order to identify strengths and weaknesses seeking improvement of our current systems.

We have established a Behavioral Health Team with systems for referring students, analyzing behaviors, assigning interventions, and referring students to special programs if needed. Our interventions include: check-in and check-out, anger coping groups, and individual sessions with DePaul University Psychologists. On instances where there are behavior incidents, we connect students to adult staff to help de-escalate. The category that is most absent is conversation around diverse social identities.

There are many new structures in place, such as cross grade level teams, and monthly peer observations that allow for opportunities to collaborate. Students are developing trusting relationships with adults. This is in part due to more training and coaching of strategies for the teachers to build relationships with students. We are still developing staff in using more of the positive tones and understanding race and equity - increasing the things such as Day of the Dead, Dia del Nino, etc. Definite upward trend of trust between teachers and principal, needed to completely close the communication loop.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

We have started to engage students in the acknowledgment and understanding that they are community stakeholders through research and projects with our new literacy curriculum. However, there are no structures for student voice or civic engagement.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • JCVNS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVC) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

On the most recent 5E Survey, our Supportive Environment score was neutral, more specifically, our safety score was also neutral. The biggest areas of concern for students were traveling to and from school, and being outside around the school. 0% of students reported not feeling safe in the hallway, and 3% reported not feeling safe in the bathrooms. As a result of these survey results from last year, we have implemented significant changes in routines and procedures. We have changed school entry and dismissal procedures, we have increased outdoor supervision at the time of entry and dismissal, and the School Climate team has focused on improving school transitions. We have also implemented a new hall pass system to more clearly monitor student transitions through the building.

Over the last two years we have instituted a revised staff manual that clearly articulates procedures for reporting safety concerns. At the beginning of the year the School Climate team lead the school in modeling expectations, we have a PBIS system, and clear signage that details expectations. We have incorporated a restorative approach to discipline. An area for growth is to establish a structure for student voice.

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.
- **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.
- **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
Five Essentials	✓ My Voice, My School Survey "Safety" score
	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/psl)	

Restorative Approaches to Discipline:

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.

Score

1 2 3 4

Nixon has created a BHT team that meets biweekly to examine chronic behavior concerns through their own observations, or concerns brought to the team by teachers. We have a system in place where teachers can complete a google form in order to receive support from the team. This year, more teachers have started using explicit classroom management systems and use them with fidelity to reinforce strong expectations for students, however, many classrooms still do not stick to explicit classroom plans and expectations vary from student to student.

We have started using Second Step to teach SEL competencies, but, it is inconsistently utilized throughout the school, so, the taught behaviors have not spread to common areas such as the playground, special arts classes or the cafeteria. The BHT mentioned above also uses MTSS data that comes from teacher anecdote and our behavior incident report to set up behavior contracts, anger management groups, check in check out, or other choices that will support the student, parent and teacher in reinforcing expectations.

The administration team has developed a restorative approach that is expected to be followed and supported by the teachers. This year, we have a designated Case Manager that assists with implementing a restorative approach to discipline and a full time counselor to offer more specialized support for the students that are struggling the most with keeping up with the behavior expectations such as peace circles, anger management and behavior contract support. Administration focuses on repairing the harm to all involved when expectations are not met.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment
CPS Framework for Teaching	Curriculum & Instruction, Family & Community Engagement
	2a. Creating an Environment of Respect and Rapport
	2d. Managing Student Behavior
	4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer

Score

1 2 **3** 4

opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Systems are in place to encourage parent active participation and involvement. We have a monthly calendar of events and an updated website with calendars and other resources for parents, teachers, and students. The principal sends a monthly memo to teachers and parents keeping them informed of current events and status of the school. We offer family nights and celebrations, where a large number of families participate and a great number of staff members volunteer. Most of our celebrations are culturally relevant. We also have a very active PAC and BAC, with parents that assist with the planning of events and recruitment of new families.

Parent to principal communication is strong. We need to find systems for consistent parent volunteering in the classroom. Moreover, we would like more on going parent to teacher communication, in higher grades particularly. 5E Data show that only 42% of teachers agree or strongly agree with the statement that they feel supported by parents. 28% of teachers say that they do not feel respected by parents.

Guide for Parent and Family 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
Measures	✓ Event agendas, flyers
	✓ 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
	Family & Community Engagement
	2c. Managing Classroom Procedures
CPS Framework for Teaching	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQR Goal	2018-2019 SQR Goal	2019-2020 SQR Goal
National School Growth Percentile - Reading					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	44.00	38.00	80.00	45.00	50.00

National School Growth Percentile - Math

MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement. Goals	19.00	31.00	80.00	40.00	45.00
% of Students Meeting/Exceeding National Ave Growth Norms					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	42.50	47.70	60.00	60.00	60.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	42.00	36.00	70.00	45.00	50.00
English Learner Growth Percentile - Reading					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	36.00	40.00	50.00	45.00	50.00
Diverse Learner Growth Percentile - Reading					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	(Blank)	17.00	0.00	23.00	30.00
African-American Growth Percentile - Math					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	18.00	34.00	70.00	42.00	50.00
English Learner Growth Percentile - Math					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement. Goals	34.00	15.00	50.00	22.50	30.00
Diverse Learner Growth Percentile - Math					
MOY data displays an increase in growth as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	(Blank)	(Blank)	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
MOY data displays an increase in attainment as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement.	23.00	17.00	35.00	28.50	40.00
National School Attainment Percentile - Math (Grades 3-8)					

MOY data displays an increase in attainment as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement. mended Goals	21.00	19.00	35.00	29.50	40.00
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National School Attainment Percentile - Reading (Grade 2)

MOY data displays an increase in attainment as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement. mended Goals	34.00	23.00	75.00	33.50	40.00
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National School Attainment Percentile - Math (Grade 2)

MOY data displays an increase in attainment as we strengthen Tier 1 instruction. CIWP focused on continuing to strengthen Tier 1 instruction, should see continued improvement. mended Goals	21.00	27.00	75.00	31.50	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

We are moving towards a bilingual model of instruction that should yield increased number of student making sufficient annual progress on ACCESS.	28.40	(Blank)	57.00	30.00	40.00
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Average Daily Attendance Rate

We have implemented new attendance incentives to support improved daily attendance rate.	96.20	95.60	96.70	96.00	96.00
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My Voice, My School 5 Essentials Survey

Well organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

Develop common summative assessments in literacy K-6 and math 3-6, that: are aligned to the standards, include reading and writing, are differentiated for linguistic and academic needs; and implement regular cycles of collaborative teacher analysis of student work to identify student and teacher next steps

...then we see...

Teachers collaborating more and developing a common understanding of the standards and what's expected of students. We will see differentiated assessments. Teachers will have a better understanding of student learning needs and their own professional needs. Students will have better understanding of what's expected of them. Teachers will be more responsive to the student learning needs. We will see a progression of rigor across and within grade levels that scaffolds towards mastery of standards.

...which leads to...

An increase in K-1, reading attainment as measured by TRC from 43% of students on grade level or above by EOY to 60%. An increase in 2-6 literacy growth from 38th percentile to 50th percentile as measured by NWEA, and an increase in literacy attainment percentile from 17th to 40th. An increase in 3-6 math growth from 31st percentile to 45th percentile as measured by NWEA, and an increase in math attainment percentile from 19th to 40th.

Tags:

Diverse Learners, Professional development, Vertical articulation, Data driven instruction, Horizontally aligned, Common core state standards, Academic rigor, English language learners, Collaborative teachers, Aligned assessments, Accountability, Assessment cycles

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

By September 2018, 100% of teachers will develop a shared scope and sequence for literacy instruction in grades K-6, and math in grades 3-6.	Megan Clendening	Jun 20, 2018 to Sep 1, 2018	On-Track
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Academic rigor, Horizontal alignment, Vertical artic

By September 2018, 100% of ILT will develop expertise on key features of effective formative and summative assessments.	Sherly Chavarria	Jun 1, 2018 to Aug 15, 2018	Not started
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Professional development, Collaborative teachers

By September 2018, 100% of ILT will develop expertise on leading collaborative conversations about student work.	Sherly Chavarria	Jun 1, 2018 to Aug 30, 2018	Not started
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Collaborative teachers, Collabora

By start of 1st quarter, 100% of teachers will plan a common summative end of unit assessment, and 1 common formative assessments.	Megan Clendening	Aug 20, 2018 to Sep 22, 2018	Not started
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Rigorous tasks, Assessment cycles

By end of 1st quarter, 100% of teachers will have participated in one student work analysis protocol.	Sherly Chavarria, ILT	Sep 1, 2018 to Nov 30, 2018	Not started
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Data driven instruction, Collaborative teachers

By end of 2nd quarter, 100% of teachers will plan a common summative end of unit assessment and 1 common formative assessments that show clear differentiation for English Language Learners, Diverse Learners and other individual student needs.	Megan Clendening	Nov 1, 2018 to Jan 4, 2019	Not started
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Academic rigor, English language learners

Strategy 2

If we do...

Develop and implement common inquiry based units of study in Literacy K-6 and Math 3-6 that are responsive to the diverse academic and linguistic needs of students by engaging in collaborative planning and shared learning about instructional practices that promote inquiry, higher order thinking and student engagement

...then we see...

Teachers serving as facilitators of knowledge, rather than deliverers of knowledge. We will see increased student engagement and motivation paired with rich content based student discourse. We will see evidence of transfer of knowledge through end of quarter assessments.

...which leads to...

An increase in K-1, reading attainment as measured by TRC from 43% of students on grade level or above by EOY to 60%. An increase in 2-6 literacy growth from 38th percentile to 50th percentile as measured by NWEA, and an increase in literacy attainment percentile from 17th to 40th. An increase in 3-6 math growth from 31st percentile to 45th percentile as measured by NWEA, and an increase in math attainment percentile from 19th to 40th.

Tags:

Diverse Learners, English Learners, Writing, Vertical aligned, Inquiry, Authentic tasks, Horizontally aligned, Engagement, Unit planning, Higher order thinking, Common core standard

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
By September 2018, 100% of teachers will develop a shared scope and sequence for literacy instruction in grades K-6, and math in grades 3-6.	Megan Clendening	Jun 20, 2018 to Sep 1, 2018	On-Track

Common core standard, Vertical aligned, Horizontally

By September of 2018, 100% ILT will have initial vision of the key components necessary for unit planning by study texts from Wiggins, McTighe and Wilhelm.	Sherly Chavarria	Jun 1, 2018 to Aug 1, 2018	Not started
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Unit planning, Higher order thinking

By September of 2018, 100% of ILT will have an initial vision of inquiry based instruction means by reading key texts written by Wilhelm, Darling-Hammon and Newman.	Sherly Chavarria	Jun 1, 2018 to Aug 1, 2018	Not started
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Writing, Inquiry, Authentic tasks

By October of 2018, 100% of staff will be able to articulate and explain what is meant by inquiry based instruction.	ILT	Aug 1, 2018 to Oct 6, 2018	Not started
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Writing, Inquiry, Authentic tasks

By the end of quarter 1, 100% of teacher teams will develop initial unit plans that contain essential question and clearly stated summative assessment and five formative assessments, with evaluation criteria.	Megan and ILT	Jun 1, 2018 to Oct 1, 2018	Not started
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Diverse Learners, English Learners, Writing, Inquiry, Authentic tasks, Unit plans, Assess

By end of quarter 2, 100% of teacher team will develop unit plans that include essential questions, summative and formative assessments, and a clear plan for, "front loading," as defined by Wilhelm.	Megan and ILT	Oct 1, 2018 to Nov 30, 2018	On-Track
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Writing, Inquiry, Unit, Unit plans, Diverse learner, Authentic, Assess

Strategy 3

If we do...

Implement quarterly student "showcases," where students share tasks created in alignment with units of study and performance tasks with other classmates, grade levels and families

...then we see...

Teachers scaffolding students towards production of knowledge through creation of showcase learning products. Teachers developing student's ability to self-assess and peer-assess. Teachers increasing parent to school connections through augmented engagement in learning. Increased student pride, motivation and engagement in learning tasks along with an increase of incidents of student self-assessment and peer-assessment. Increased opportunities for families to engage in student academic progress.

...which leads to...

An increase in K-1, reading attainment as measured by TRC from 43% of students on grade level or above by EOY to 60%. An increase in 2-6 literacy growth from 38th percentile to 50th percentile as measured by NWEA, and an increase in literacy attainment percentile from 17th to 40th. An increase in 3-6 math growth from 31st percentile to 45th percentile as measured by NWEA, and an increase in math attainment percentile from 19th to 40th.

Tags:

Culture of learning, Performance tasks, Peer assessment, Family engagement, Self-assessment, Student presentation

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

By September of 2018, 100% of staff will have engaged in dialogue about what student showcases should include, and agree to manageable schedule for the year.

Sherly Chavarria-ILT

Jun 1, 2018 to Sep 7, 2018

Not started

Culture of learning, Family engagement, Self-assessment, Student presentation, Perf, Pee, Fa

By end of quarter 1, 100% of grade levels will submit a showcase plan, include proposed dates for showcases.	Sherly Chavarria-ILT	Sep 1, 2018 to Nov 1, 2018	Not started
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Culture of learning, Performance tasks, Family engagement, Peer assessment, Self-, Student presentat

By end of quarter 3, 50% of grade levels will have completed at least 1 show case.	Sherly Chavarria-ILT	Oct 1, 2018 to Jan 31, 2019	Not started
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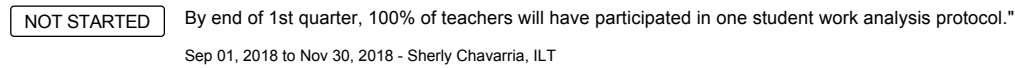
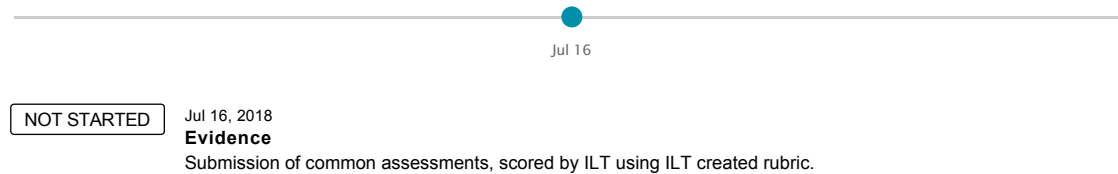
Culture of learning, Self assessment, Peer assessment, Family engagement, Student presentation, Per

Action Plan

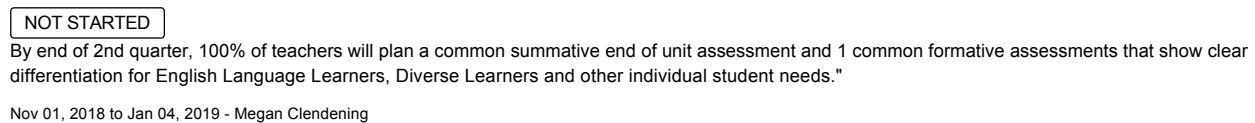
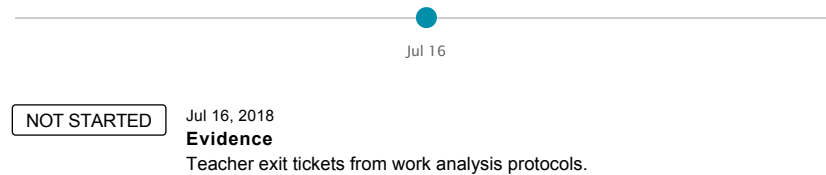
Strategy 1

ON-TRACK	By September 2018, 100% of teachers will develop a shared scope and sequence for literacy instruction in grades K-6, and math in grades 3-6."	Jun 20, 2018 to Sep 01, 2018 - Megan Clendening	Status history	
ON-TRACK	Jul 16, 2018 Evidence Teacher created scopes and sequences.			
NOT STARTED	By September 2018, 100% of ILT will develop expertise on key features of effective formative and summative assessments."	Jun 01, 2018 to Aug 15, 2018 - Sherly Chavarria	Status history	
NOT STARTED	Jul 16, 2018 Evidence ILT survey on confidence leading assessment work. ILT's creation of a rubric to assess school formative and summative assessments based on research. ILT creation of year long PD calendar detailing objectives for each session.			
NOT STARTED	By September 2018, 100% of ILT will develop expertise on leading collaborative conversations about student work."	Jun 01, 2018 to Aug 30, 2018 - Sherly Chavarria	Status history	
NOT STARTED	Jul 16, 2018 Evidence ILT survey on confidence leading student work analysis protocols. ILT identification of student work analysis protocols to be used in upcoming year.			
NOT STARTED	By start of 1st quarter, 100% of teachers will plan a common summative end of unit assessment, and 1 common formative assessments."	Aug 20, 2018 to Sep 22, 2018 - Megan Clendening		

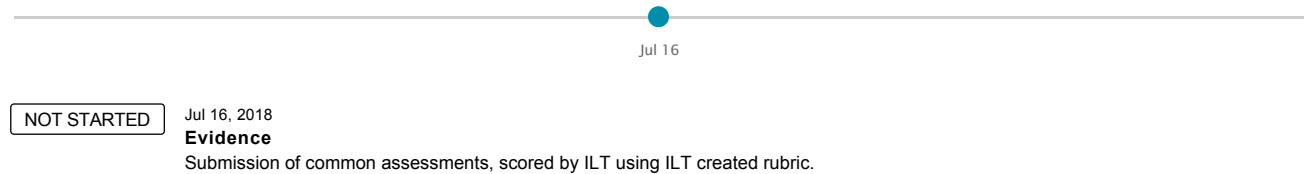
Status history



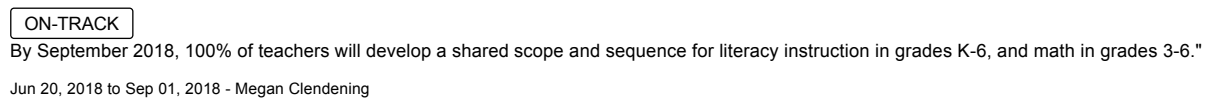
Status history



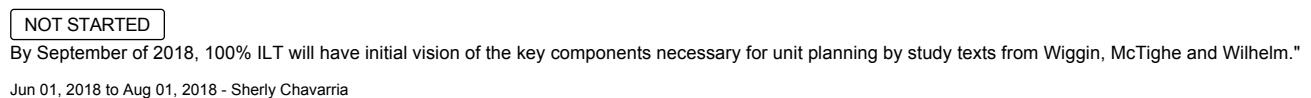
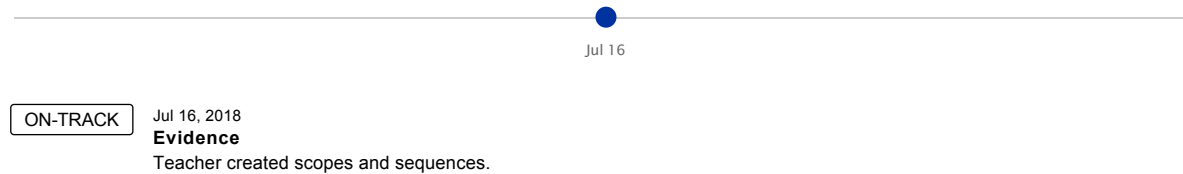
Status history



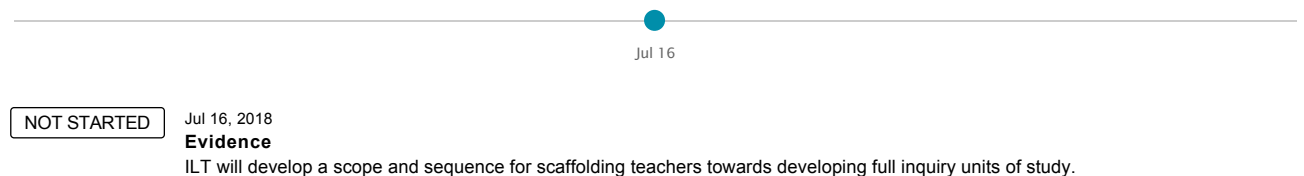
Strategy 2



Status history



Status history



NOT STARTED

By September of 2018, 100% of ILT will have an initial vision of inquiry based instruction means by reading key texts written by Wilhelm, Darling-Hammon and Newman."

Jun 01, 2018 to Aug 01, 2018 - Sherly Chavarria

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

ILT will clarify vision and strategies that encompass inquiry based instruction.

NOT STARTED

By October of 2018, 100% of staff will be able to articulate and explain what is meant by inquiry based instruction."

Aug 01, 2018 to Oct 06, 2018 - ILT

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Staff survey about school instructional vision.

NOT STARTED

By the end of quarter 1, 100% of teacher teams will develop initial unit plans that contain essential question and clearly stated summative assessment and five formative assessments, with evaluation criteria."

Jun 01, 2018 to Oct 01, 2018 - Megan and ILT

Status history

Jul 16

NOT STARTED

Jul 16, 2018

Evidence

Staff submission of unit plans, ILT review using ILT created rubric based on key texts read by ILT.

ON-TRACK

By end of quarter 2, 100% of teacher team will develop unit plans that include essential questions, summative and formative assessments, and a clear plan for, "front loading," as defined by Wilhelm."

Oct 01, 2018 to Nov 30, 2018 - Megan and ILT

Status history

Jul 16

ON-TRACK

Jul 16, 2018

Evidence

Staff submission of unit plans, ILT review using ILT created rubric based on key texts read by ILT.

Strategy 3

NOT STARTED

By September of 2018, 100% of staff will have engaged in dialogue about what student showcases should include, and agree to manageable schedule for the year."

Jun 01, 2018 to Sep 07, 2018 - Sherly Chavarria- ILT

Status history



NOT STARTED Jul 16, 2018
Evidence
Staff exit ticket.

NOT STARTED By end of quarter 1, 100% of grade levels will submit a showcase plan, include proposed dates for showcases."
Sep 01, 2018 to Nov 01, 2018 - Sherly Chavarria- ILT

Status history



NOT STARTED Jul 16, 2018
Evidence
Grade level plans.

NOT STARTED By end of quarter 3, 50% of grade levels will have completed at least 1 show case."
Oct 01, 2018 to Jan 31, 2019 - Sherly Chavarria- ILT

Status history



NOT STARTED Jul 16, 2018
Evidence
Student self-assessments, peer-assessments, and parent feedback

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.

ESSA Program

☒ ESSA 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.

☒ ESSA 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

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Nixon principal regular provides updates of Title I school parental and family engagement plan and policy at monthly Principal Coffee Chats, Title 1 Parent meetings, and local school council meetings.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Organizational and Annual Title 1 meeting will be held on September 25, 2018, at this time a calendar of meetings will be set in order to invite all parents and encourage maximum participation.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

School offers regular meetings with school leadership through the use of monthly principal coffee chats, Title 1 parent meetings and local school council meetings. School will be immediately responsive to suggestions made by parents with timelines for implementation and regular monthly updates on implementation.

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.

School will provide PARCC results and NWEA results in hard copy form.

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.

Parents will receive written notification if they are taught by a teacher who is not highly qualified for at least 4 consecutive weeks.

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

School will host annual workshops on statement mandated assessments, standards and how to monitor child progress and how to work with teachers.

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

School will host annual workshops focused on topics such as how to increase academic achievement, technology training, and increased awareness of community resources.

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

School will professional development sessions focused on how to successfully work with parents to build a partnership with families.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

School principal meets regularly with Head Start COPA coordinator to coordinate resources and opportunities for parents.

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

School will provide notifications in hard copy, with Spanish translation.

Policy Implementation Activities

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



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



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement 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

School-Parent Compact

Complete

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

Nixon delivers high quality instruction that is aligned to the common core and promotes inquiry, and mastery of skills for transfer.

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.

Nixon hold two parent conference days on November 14, 2018 and April 10, 2019.

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

The school will provide quarterly mid quarter reports to parents in paper form. In addition, the school will provide notification for students at risk for failure.

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

Teachers are available before or after school for conferences, or during their preparation periods with prior appointment.

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

Parents are welcome to participate as volunteers in classroom to support classroom instruction, helping with entry and exit of students, and support events. Parents must complete CPS volunteer application process.

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

Parents will assist in learning by attending parent teacher conferences, utilizing parent portal to monitor academic progress and engaging in proactive teacher communication.

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

Parents are invited to attend monthly Title 1 parent meetings, and monthly local school council meetings.

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

Students will support academic achievement by attending school everyday, displaying positive behaviors and engaging fully in instructional activities.

Parent Budget

Complete

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

To increase parent understanding of school specific curriculum that will lead to student academic success. Increase parent understanding of how to navigate various school process. Increased parent connection to school. Increased opportunities for parent leadership.

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

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	0	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1363	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	2226	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	0	.00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	500	.00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	363	.00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$	0	.00

53306

Software

Must be educational and for parent use only.

\$	0	.00
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55005

Furniture and Equipment

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	500	.00
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