

# National Teachers Elementary Academy 2020-2022 plan summary

## Team

Name	Role	Email	Access
Courtney Langstson	Teacher	crlangston@cps.edu	No Access
Teneka Brooks	Assistant Principal	tjhorton@cps.edu	No Access
Courtney Mares	Teacher	clmares@cps.edu	No Access
Ashley Albritton	Teacher	aschneider3@cps.edu	No Access
Michelle Feltes	Counselor	mcasey2@cps.edu	No Access
Erin Lahti	Teacher	elahti@cps.edu	No Access
Michelle Anderon	Teacher	mnanderson3@cps.edu	No Access
Kelsey Connor	Teacher	kmconnor@cps.edu	No Access
Erin Flynn	Teacher	eflynn2@cps.edu	No Access
Carrie Both	Teacher	cszemke@cps.edu	No Access
Taree Porter	Teacher	tejones@cps.edu	No Access
Eiisabeth Greer	Parent	elisabeth.greer@gmail.com	No Access
Sarah Weidmann	Teacher	saweidmann@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
01/22/2020	Langston, Mares, Albritton, Lahti, Flynn, Porter, Weidmann	SEF survey

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.

- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Weakest: Enable staff to focus and prioritize what matters most
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** CIWP alignment

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected

- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Growth: Integrate the teaching of academics and the ISBE Social Emotional Learning Standards
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Weakest: Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Weak area: 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; Utilize assessments that measure the development of academic language for English learners

- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Weak areas: Family & Community Engagement: School engages families in supporting with progress monitoring of their students; Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation; Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports)
- 3 - Transitions, College & Career Access, & Persistence
  - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Weak area: Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Take informed action where they work together to propose and advocate for solutions
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Weakest area: Manage efficient and orderly transitions between activities
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Weakest area: integrate universal SEL skills instruction in disciplinary responses
- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Weakest areas: Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies; Partner equitably with parents speaking languages other than English

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	5
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	2
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Relational Trust	0

## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)	African American Female		50.00	55.00
Below average performance in several grades	African American Male		50.00	55.00
SQRP: National School Growth Percentile - Math (Grades 3-8)	African American Female		55.00	65.00
Below average performance in several grades	African American Male		55.00	65.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		50.00	60.00
Below average performance in several grades	FRL Eligible		50.00	60.00
(Blank)				
(Blank)				

## Required metrics (Elementary) (0% complete)

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

## Custom metrics (0% complete)



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

## Strategies

### Strategy 1

If we do...	If NTA creates a shared school experience for all students-- regardless of enrollment status--in which instruction is accelerated for all beginning in third grade,
Then we see...	higher academic expectations and deeper levels of engagement,
which leads to...	the percentage of students performing at or above grade level in Reading, Math and Science will grow by at least 5% every year
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Train all teachers to deliver gifted instruction and facilitate project-based learning Tags:SSCE: Informed Action: Project-based learning or Service Learning</li> <li>(Not started) All teachers will lead a project-based unit in 2021 Tags:</li> <li>(Not started) Maintain reduced class sizes in kindergarten to initiate acceleration for all model in 2021; Maintain reduced class sizes in kindergarten and first grade in 2022 to continue acceleration for all model in 2022 Tags:</li> <li>(Not started) Develop STEM Fuse Lab in 2021 in which every student grades 3-8 will complete an experiment problem-based learning activity, or a project-based activity Tags:</li> </ul>

### Strategy 2

If we do...	Create an MTSS plan with a clear facilitator, alongside a transparent, research-based system for referral, intervention, monitoring, and evaluation which is embedded into existing teacher duties
Then we see...	more active, robust staff participation in intervention process

which leads to...	more students on grade level
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Grade level teams design interventions twice weekly after analyzing in-track data twice per month (action steps for least 10 students per grade)  Tags:MTSS: Problem Solving Process</li> <li>• (Not started) Revise NTA grading policy re: retakes and revisions  Tags:Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Every month, leadership Team will analyze and act upon on-track data (one action step per grade level)  Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership</li> <li>• (Not started) Publish grade level on-track reports in weekly bulletin  Tags:MTSS: Progress Monitoring</li> </ul>

**Strategy 3**

If we do...	If NTA continues to improve and build its Restorative Practice model,
Then we see...	teachers and staff will more effectively implement effective relationship-oriented, community-building, and management strategies
which leads to...	stakeholder relationships will improve and peer conflict will decline by 10% every year
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Provide RP and culturally responsive training to all staff monthly; additional (optional) training once per quarter  Tags:Supportive and Equitable Approaches to Discipline</li> <li>• (Not started) Provide at least three family workshops each year through 2021</li> </ul>

	<p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>(Not started) Oversee and enforce logical consequences for all referrals, and track in Aspen and in Weekly Word</li> </ul> <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> <li>(Not started) Monitor referral data and design weekly interventions; document in a tracker and Aspen; share with all staff in Weekly Word</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Train and organize support team staff to assist in classrooms so that teachers can lead effective restorative conversations (push-in model)</li> </ul> <p>Tags:Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> <li>(Not started) Assign specific teachers to a restorative practice PLC to receive comprehensive support for implementing restorative practices in classroom</li> </ul> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>
--	---

**Strategy 4**

If we do...	more social emotional learning experiences for students (e.g. topics to include upstanding, trauma, culture, and identity)
Then we see...	more constructive student-peer interactions, deeper academic engagement (emotional and intellectual), fewer conflicts
which leads to...	students feeling strongly supported by NTA staff
Budget Description	
Tags	OSEL: Supportive Classroom Environment
Action steps	<ul style="list-style-type: none"> <li>(Not started) Conduct ACES-aligned needs assessment at BOY, MOY and EOY through 2022</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Continue to use 2nd Step curriculum grades K-8; lead daily SEL activities in mixed homeroom groups</li> </ul> <p>Tags:OSEL: SEL Instruction</p>

	<ul style="list-style-type: none"> <li>• (Not started) Establish a social emotional learning class for grades 1-8, to be coordinated by administrator, counselor, and external partner</li> </ul> <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Provide RP and culturally responsive training to all staff monthly; additional (optional) training once per quarter</li> </ul> <p>Tags:SSCE: Engaging in Difficult or Controversial Discussions</p> <ul style="list-style-type: none"> <li>• (Not started) Maintain student congress and organize at least two major events per school year focused on anti-bullying, conflict resolution, and cultural celebrations</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>• (Not started) Identify school day partnerships to support tier 2-3 students</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p>
--	---

**Strategy 5**

If we do...	If NTA improves communication with parents; provides parent training on pertinent topics; cultivates parent leadership; and enhances parent organization,
Then we see...	more parents feeling connected to and supported by NTA
which leads to...	stronger student engagement as measured by attendance and on-track data
Budget Description	
Tags	FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Increase Aspen parent portal registration to 100% by end of school-year 2021</li> </ul> <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Develop a parent leadership council to meet 4-6 times in 2021; organize leadership seminar series; coordinate one project in which parents, students and staff can collaborate</li> </ul> <p>Tags:FACE2: Parent Engagement</p>

	<ul style="list-style-type: none"> <li>• (Not started) In 2021-2022, provide monthly trainings on pertinent topics such as conflict resolution, bullying, giftedness, multiculturalism, gender, race and skin color, academic support and other topics TBD by parents</li> </ul> <p>Tags:FACE2: Title 1 PAC</p> <ul style="list-style-type: none"> <li>• (Not started) Create a school day role for the Equity Team in order to support students, families and staff</li> </ul> <p>Tags:Equity: Fair Policies and Systems</p> <ul style="list-style-type: none"> <li>• (Not started) Identify one communication platform all staff can use to communicate with families (Remind); All grade levels send weekly newsletter to families</li> </ul> <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Establish monthly meeting series for families to meet with administrators (Pizza with Principal; Breakfast with Brooks)</li> </ul> <p>Tags:FACE2: Parent Engagement</p>
--	--

## Action Plan

### Strategy 1

Train all teachers to deliver gifted instruction and facilitate project-based learning

Aug 28, 2020 to Sep 04, 2020 - RGC coordinator

All teachers will lead a project-based unit in 2021

Feb 03, 2021 to Jun 10, 2021 - RGC coordinator

Maintain reduced class sizes in kindergarten to initiate acceleration for all model in 2021;  
Maintain reduced class sizes in kindergarten and first grade in 2022 to continue acceleration for all model in 2022

May 01, 2020 to Jul 01, 2021 - Principal

Develop STEM Fuse Lab in 2021 in which every student grades 3-8 will complete an experiment problem-based learning activity, or a project-based activity

Oct 14, 2020 to May 13, 2021 - Principal

### Strategy 2

Grade level teams design interventions twice weekly after analyzing in-track data twice per month (action steps for least 10 students per grade)

Sep 02, 2020 to Jun 03, 2021 - Assistant Principal

Revise NTA grading policy re: retakes and revisions

Jun 18, 2020 to Aug 20, 2020 - Assistant Principal

Every month, leadership Team will analyze and act upon on-track data (one action step per grade level)

Oct 01, 2020 to May 13, 2021 - Assistant Principal

Publish grade level on-track reports in weekly bulletin

-

### **Strategy 3**

Provide RP and culturally responsive training to all staff monthly; additional (optional) training once per quarter

Sep 23, 2020 to Jun 10, 2021 - Counselor

Provide at least three family workshops each year through 2021

Oct 07, 2020 to Apr 15, 2021 - Assistant Principal

Oversee and enforce logical consequences for all referrals, and track in Aspen and in Weekly Word

Sep 02, 2020 to Jun 10, 2021 - Assistant Principal

Monitor referral data and design weekly interventions; document in a tracker and Aspen; share with all staff in Weekly Word

Sep 30, 2020 to Jun 23, 2021 - Assistant Principal

Train and organize support team staff to assist in classrooms so that teachers can lead effective restorative conversations (push-in model)

-

Assign specific teachers to a restorative practice PLC to receive comprehensive support for implementing restorative practices in classroom

-

### **Strategy 4**

Conduct ACES-aligned needs assessment at BOY, MOY and EOY through 2022

Sep 16, 2020 to May 04, 2022 - Counselor

Continue to use 2nd Step curriculum grades K-8; lead daily SEL activities in mixed homeroom groups

Sep 16, 2020 to Jun 15, 2022 - Counselor

Establish a social emotional learning class for grades 1-8, to be coordinated by administrator, counselor, and external partner

Sep 16, 2020 to Jun 17, 2022 - Principal

Provide RP and culturally responsive training to all staff monthly; additional (optional) training once per quarter

Sep 23, 2020 to May 04, 2022 - Assistant Principal

Maintain student congress and organize at least two major events per school year focused on anti-bullying, conflict resolution, and cultural celebrations

Oct 14, 2020 to Apr 15, 2022 - Counselor

Identify school day partnerships to support tier 2-3 students

Sep 02, 2020 to May 21, 2021 - Principal

## **Strategy 5**

Increase Aspen parent portal registration to 100% by end of school-year 2021

Aug 05, 2020 to Feb 05, 2021 - Assistant Principal

Develop a parent leadership council to meet 4-6 times in 2021; organize leadership seminar series; coordinate one project in which parents, students and staff can collaborate

Sep 16, 2020 to May 13, 2021 - Principal

In 2021-2022, provide monthly trainings on pertinent topics such as conflict resolution, bullying, giftedness, multiculturalism, gender, race and skin color, academic support and other topics TBD by parents

Aug 05, 2020 to May 05, 2022 - Assistant Principal

Create a school day role for the Equity Team in order to support students, families and staff

Sep 09, 2020 to Mar 18, 2021 - Assistant Principal

Identify one communication platform all staff can use to communicate with families (Remind); All grade levels send weekly newsletter to families

Aug 05, 2020 to Sep 10, 2020 - Assistant Principal

Establish monthly meeting series for families to meet with administrators (Pizza with Principal; Breakfast with Brooks)

Oct 07, 2020 to Jun 17, 2021 - Principal

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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

### ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

(Blank)

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

(Blank)

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

(Blank)

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan**



**(includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

(Blank)

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

(Blank)

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

(Blank)

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

(Blank)

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

(Blank)

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

(Blank)

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

(Blank)

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

(Blank)

## **ESSA Targeted Assistance Program**

---

## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

NTA will host bi-weekly PAC meetings, monthly trainings, and quarter parent leadership council meetings. The ALSC will meet every two months to monitor CIWP progress.

**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**

Our meeting will be held in July 10-13 as part of our annual state of the school presentation.

**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.**

NTA will host bi-weekly PAC meetings, monthly trainings, and quarter parent leadership council meetings. The ALSC will meet every two months. all forums include open discussion and comments. Additionally, NTA leaders will host monthly, unstructured, open discussions for parents.

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

Report card pick-up events are used to provide IAR data to families. They are also sent home with students, and copies retained in student files.

**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.**

Letters will be sent home within 5 days in the event that NTA's staffing model changes.

**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.**

Monthly workshops provided by school staff

**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.**

Principal weekly bulletins; school events such as Back to School Night, Family Palooza, RPCU, parent conference night

**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.**

Grade level meetings: social and academic in nature; expectations for parent communication: weekly, or as needed related to poor academic or social performance in school

**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.**

VOCEL is our early childhood partner who provides training to families of 3-4 YO students.

**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.**

Weekly principal bulletins, website, social media, and by print as needed

### **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)**

NA

## **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.)**

We envision building an academic foundation for all students in a safe and supportive environment. Utilizing best practices, NTA staff will academically prepare and empower students and families to become global thinkers and advocates for self community, and humanity. We are committed to developing students to become life-long learners. We are committed to our work as a training academy to prepare dedicated teachers for success in high need communities. We are data driven. We believe in shared leadership. We offer a culturally rich curriculum. We offer multiple channels for student success targeting college and career readiness. We strive to meet the academic and social emotional needs of all diverse learners via differentiating instruction across all curricula. We teach our students to build positive and lasting relationships with their peers, parents and staff.

**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.**

First week of each month: restorative practice, bullying prevention, conflict resolution, academic support, giftedness, race and skin color, multiculturalism. Additionally, ALSC every two months, PAC, every two weeks. RCPU in November. Parent conferences in February. RCPU in April.

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

Updates grades weekly in Aspen; progress reports sent home every 5 weeks. Contact with families when students do not approach standards

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

Before, after school as aligned to teacher schedule. By email during work day. During preparation time barring scheduled meetings. During RCPU events and parent conference event.

**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.**

Observe classroom activity; upon request to teacher, with consent from principal. Volunteer opportunities posted daily in main office, and during PAC meetings; posted in school bulletin

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

Parents should check grades weekly, communicate with schools re: illness, emergencies or supports needed. Parents should attend all report card conferences, respond to communication by teachers. Parents should regularly discuss school day with students, assist with homework, and check child's subject area folders daily.

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

PAC: bi-weekly. ALSC: once every two months: Coffee with admin: monthly. Or as needed by request.

**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 are expected to uphold the NTA Way, our five core values of courage, commitment, awareness, integrity, and empathy. For example, show courage by asking questions and taking thoughtful risks in class; stand up for self and peers. Show commitment by completing assigned tasks, persisting through challenge, reflecting on success and areas for improvement. Show awareness by exploring your identity and seeking to understand others. Form friendships and community. Show integrity by coming to school everyday, on time; following teacher directives; accepting responsibility. Show empathy by being kind, listening to peers, and expressing care.

## 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.**

Parent involvement funds will be used for training and for supplies to organize events and support parent events

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$475.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00