

# Alfred Nobel Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

No meetings saved for this plan.

## 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)
  - 4 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:** Evidence: -LSC Meetings (attendance rate, sign-in sheets, members present, agendas, minutes) -5 Essentials Overview (Conducted a "findings discussion" at staff PD and LSC meetings, staff survey on google drive, agendas, minutes) -Open House and Mission/Vision Presentation (attendance rate, sign-in sheets, PPT Deck, parent surveys) -State of Nobel (attendance rate, sign-in sheets, powerpoint deck) -PBIS and school-wide expectations (number of PBIS posters displayed, % of posters in every classroom, dates of PBIS assembly and school store, student surveys) -2018-2020 CIWP, revised 2019-2020 (status monitoring and updates to CIWP) -Mentoring for Novice Teachers from Instructional Coach and Grade-Level representative from ILT (coaching notes, coaching calendar) -New to Nobel Staff Orientation (dates, agendas, minutes, sign-in sheets) -School Improvement PD Agendas and Minutes (dates, agendas, minutes, sign-in sheets, staff feedback surveys) -Flex PD Agendas and Minutes (dates, agendas, minutes, sign-in sheets, staff feedback surveys) -Shared Leadership Roles and Responsibilities of Principal, AP, Instructional Coaches, Bilingual Lead, Dual Language Coordinator, Case Manager, Counselor, ILT Members, and Grade-Level Leads (Organizational Chart, Roles/Responsibilities descriptions) Rationale: The Principal has established a clear vision for instructional practice and with the support of the administrative team, LSC, and ILT. The instructional leadership team disseminates information to grade level teacher teams. The principal supports teachers in professional growth by providing coverage for PD outside of the school and during peer observations within the building. Community members are involved through the LSC Meetings, Bilingual Advisory Committee, and PAC meetings. The principal has created a system for empowering families and communities through parent volunteers, recess support, parent patrol, newsletters, and an open-door policy for parents. Teachers are invested in the success of the school through leadership in a variety of areas: membership on the ILT, participation on the PPLC, participants in grade level teacher teams, MTSS, Attendance, BAC, PAC, CWIP Team, and PBIS committee. After professional development, each teacher is encouraged and expected to share learning about effective practice with colleagues during teach backs and presentations.
- 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
- 2 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 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
  - 2 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:** Evidence: -Curriculum Maps, Unit Plans -Grade band planning meetings (agendas/minutes/outcomes) -Scope and Sequences -Interdisciplinary, thematic Unit Plans -Assessments aligned to standards (PD agenda/minutes, lesson plans, unit plans) -Curriculum pacing guides -Lesson Plans -Book Room with leveled texts -WIDA standards in all lesson plans -PD on Co-Teaching and strategies for Diverse Learners (agendas/minutes, Focus Monitoring data) -PD on supporting English Learners (agendas/minutes) -Monthly bilingual meetings (agendas/minutes) -NWEA Attainment and NWEA Growth data -Grade Level Meetings (agenda/minutes) -ILT Meetings (agenda/minutes) -PPLC Meetings (agenda/minutes) -Field Trip Based Learning to various partnerships including Museum of Science and Industry, Peggy Norbert Nature Museum, Shedd Aquarium, Field Museum, UIC, Loyola, DePaul, Northeastern, National Louis -MTSS Plan (PD agenda/minutes, flow chart of implementation, action steps), MTSS Team -SEL PD and SEL standards integrated into curriculum (evident on lesson plans) -Morning Meeting Curriculum and implementation (student and teacher feedback surveys) -Calm Classroom Curriculum and implementation (qualitative data) -SEL integration with PBIS (Assembly, School-wide Expectations, Posters, Nobel Bucks) -After School Tutoring (pre and post-test data) -Saturday Academy (pre and post-test data) Rationale: Teachers collaborate to create curriculum maps and unit plans for the entire school year. These curriculum maps and unit plans cover the CCSS and have built in performance tasks to check for proficiency of the standards for all Nobel students. Teachers meet once a month

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

- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 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:** Evidence: -Cycles of Professional Learning (mini-lesson, questioning/discussion techniques) -Pop-in Observations (evidence and feedback) -Peer Observations (evidence, surveys and feedback) -Learning Walk (evidence, data, debrief, survey, feedback) -REACH formal and informal observations (evidence and feedback) -REACH ratings and trends in content areas, grade-levels (matrix charted quarterly) -NWEA Attainment and Growth data (BOY, MOY, EOY) -PD on Formative Assessments (agenda/minutes) -Grade-Level Meetings (agenda/minutes) -ILT Meetings (agenda/minutes) -IEPs and Goals for Diverse Learners -ACCESS scores and growth data -5 Essentials data on Ambitious Instruction, Effective Leaders, Supportive Environment -Small Group Instruction -Differentiated Tasks -Tiered Intervention Groups -After School Tutoring -Saturday Academy -ASPIRA enrichment program -Weekly Lesson Plans -Common Core Standards -Universal procedures for posting and communicating the What? and Why? -Reading, Math, Science, and Writing Journals -Student Work Analysis Protocol Rationale: Teachers communicate with students by posted weekly lesson plans. Formally, identifying misconceptions while planning and during grade level meetings. Teachers utilize and share their Corrective Instruction Action Plans. Teachers model and guide students in understanding new concepts using connections to past knowledge and real-world examples outlined in lesson plans. Students use journal entries to explain their understanding of the concept and utilize the correct academic language for the subject and content. Questioning and discussion techniques are critical to instruction. Formal REACH observations, peer observation, ILT targeted instruction area, and grade level meetings have expanded and strengthened teachers questioning and discussion skills. Teachers develop unit assessments and base instruction on these assessments. In grade level meetings, teachers discuss professional readings on formative assessments and analyze student work using the Student Work Analysis Protocol. Using this protocol teachers adjust instruction to targeted groups through differentiation, small groups and individualized instruction. Through tiered intervention groups during small group instruction, students are provided instruction based on NWEA scores and subject matter. Focus is to provide scaffolded instruction to those students below grade level, content at grade level and expand content beyond grade level.
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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

- 2 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
- 2 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
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 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
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 3 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 2 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)
  - 4 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 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)
  - 2 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)
  - 2 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)

- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 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)
- 3 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)
- 3 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)
- 2 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:**
- 2 - 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

- **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 3 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:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 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:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 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)
- 2 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)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:**

## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy attainment among 2nd grade students
Root Cause 1	Lack of assessment using grade-level standards and/or grade-level materials.
Area of Critical Need 2	Attendance rate is hovering slightly below 95% school wide and 93% for African American Males.
Root Cause 2	Lack of tiered interventions for students and families regarding attendance and support services.
Area of Critical Need 3	Literacy attainment in Grades 2-8 among ELs, students with IEPs, and African American Males
Root Cause 3	Lack of assessment using grade-level standards and/or grade-level materials.

## 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
	Overall		48.67	53.12

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2 (Reading)  We chose this metric because we want to target our overall reading attainment and it starts with our 2nd graders.	Latinx		50.50	54.49
Vision: Attendance Rate  We chose this metric because we know the importance that attendance has on achievement.	Overall		95.29	95.95
	African American		93.86	94.99
Vision: NWEA Attainment G2-8 (Reading)  We chose this metric because it aligns with our overall goal and mission to increase attainment in reading and to ensure all of our students (IEPs and ELs) are achieving at high levels.	Students with IEPs		41.61	48.37
	EL		23.53	34.81
Vision: NWEA Attainment G2-8 (Reading)  We chose this metric because it aligns with our overall goal and mission to increase attainment in reading and to ensure all of our students (overall and student groups) are achieving at high levels.	African American Male		37.73	45.46
	Overall		60.95	62.87
Vision: NWEA Attainment G2-8 (Math)  We chose this metric because we understand that this metric reflects our lowest performing student group and know that we need to equitably address and support the needs of students with IEPs.	Students with IEPs		25.00	35.00

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b>				3.50	3.50

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Student responses on the survey indicated that they do not feel as safe in the bathrooms as they do in the classrooms. Additionally, teacher responses on the survey indicated that they are seeking more collaboration with colleagues.					

**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 we focus on key levers within our core instructional program, which include targeted instructional areas, cycles of professional learning, peer observations, learning walks, formative feedback after pop-in observations, pre-observation and post-observation conferences during REACH evaluations
Then we see...	then we will see effective use of progress monitoring, integration of formative assessment into instruction, integration of interim assessment to drive planning and instruction, adjustments in instruction to address student misunderstandings or to advance the needs when students are ready for enrichment opportunities, questioning and discussion techniques that deepen student understanding and increase challenge, and scaffolded instruction to ensure that all students (including Diverse Learners and English Learners) are accessing and engaging in complex tasks.
which leads to...	which leads to increased attainment in Reading and Math as measured on standardized assessments such as NWEA (including ALL of our student group populations), specifically addressing Reading attainment which in SY18 was 54th percentile (grades 3-8), and Math attainment, which in SY18 was in the 50th percentile (grades 3-8). With respect to our student groups, African American students' growth indicator was in the 50th percentile in Reading and 47th percentile in Math.
Budget Description	
Tags	Curriculum, Instruction, Balanced Assessment and Grading, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(Not started) Through the implmentation of Nobel's Cycle of Professional Learning (6-8 week cycles), the Literacy and Math coaches will provide support to</li> </ul>

all grade levels and staff based on the Targeted Instructional Area (TIA) in order to strengthen Tier 1 instruction.

Tags:Instruction

- (Not started) Literacy coach will support teachers in Nobel's Powerful Practice by leading grade-level meetings once a week to ensure effective implementation and best practices in Language Arts and all content areas.

Tags:Instruction

- (Not started) Nobel will implement peer observations and learning walks every 6-8 weeks to gather data and adjust instruction.

Tags:Instruction

- (Not started) The literacy coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA. The Literacy coach will support teachers y going into the classroom to plan, model, implement ELA lessons, observe, and coach.

Tags:Instruction

- (Not started) The literacy coach will work weekly with teacher teams to create action plans and ensure the implementation of those plans around NWEA and other data points.

Tags:Instruction

- (Not started) The literacy coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles.

Tags:Instruction

- (Not started) The literacy coach will create a schedule and then implement a plan to support new and veteran teachers, differentiating based on the needs of each individual teacher.

Tags:Instruction

- (Not started) The literacy coach will work extensively with students pulling small groups (in grade-level bands, K-1, 2nd, 3-4, and 5-8) for intensive intervention instruction based on student-needs and current student-data.

Tags:Instruction

- (Not started) After school tutoring programs and Tier 2 instructional programs will be implemented to provide additional, targeted instruction for students.

Tags:Instruction

- (Not started) Saturday Academy will be implemented to provide additional small group instruction, one-on-one conferencing, and supplemental instruction to students.

Tags:Instruction

- (Not started) The Literacy coach will work with Science and Specials teachers to identify, create, and implement lesson plans that integrate non-fiction reading, comprehension strategies, and reading skill development.

Tags:Instruction

- (Not started) Assistant Principal will work to support initiatives related to instruction, Tier 1 and Tier 2 instruction, and provide teachers with feedback on their instruction as it relates to student learning. Regular data from formative assessments, grade book, and NWEA will determine priorities and areas of support.

Tags:Instruction

- (Not started) Math coach will support teachers in Nobel's Powerful Practice by leading grade-level meetings once a week to ensure effective implementation and best practices in Language Arts and all content areas.

Tags:Instruction

- (Not started) The math coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to math. The math coach will support teachers by going into the classroom to plan, model, implement math lessons, observe, and coach.

Tags:Instruction

- (Not started) The math coach will work weekly with teacher teams to create action plans and ensure the implementation of those plans around NWEA and other data points.

Tags:Instruction

- (Not started) The math coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles.

Tags:Instruction

	<ul style="list-style-type: none"> <li>• (Not started) The math coach will create a schedule and then implement a plan to support new and veteran teachers, differentiating based on the needs of each individual teacher.</li> </ul> <p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) The math coach will work extensively with students pulling small groups (in grade-level bands, K-1, 2nd, 3-4, and 5-8) for intensive intervention instruction based on student-needs and current student-data.</li> </ul> <p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Administration will monitor instruction through pop-in observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals and student needs.</li> </ul> <p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Principal, AP, and coaches will lead performance management meetings in teacher teams to ensure that action plans are created and implemented to meet the needs of the students.</li> </ul> <p>Tags:Instruction</p>
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**Strategy 2**

If we do...	If we fully implement a system of academic and social-emotional supports for all students (MTSS) that includes universal academic and SEL instruction in the core curriculum (Tier 1), additional targeted academic and SEL supports when needed (Tier 2), and deep-intense supports based on individual and small group needs (Tier 3)
Then we see...	then we will see a customized learning environment and approach to teaching where teachers are providing universal supports to prevent failures, absenteeism, student misbehavior, teachers utilizing restorative practices and restorative responses to address student SEL needs, teachers using progress-monitoring data to make adjustments in instruction, teachers leading classroom instruction more effectively by planning and adapting lessons to address students' academic and SEL needs, teachers maintaining up to date student profiles that include strengths, needs, motivations, and an individualized plan to reach their goals, teachers and teams referring students for additional academic or SEL support, teams planning and implementing targeting student supports with varied instructional strategies and SEL support, teams monitoring appropriate interventions for students and/or small groups, teams revising interventions for students and/or small groups that are and those that are not making adequate progress, and teachers receiving professional development that is tailored to meet the needs of the teachers and staff who are implementing and monitoring MTSS.
which leads to...	which leads to an increase in the overall number of students who are meeting/exceeding national average growth norms, which in 2018 were 57.5%, an overall increase in our attainment percentile in Reading and Math, which in 2018 was in the 54th percentile for

	Reading and in the 50th percentile for Math, an overall increase in our average daily attendance rate, which in 2018 was 95.3%, and an overall increase in the use of restorative practices and approaches which will yield to a decrease in the number of incidents/misconducts that result in suspension.
Budget Description	
Tags	MTSS, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>• (Not started) All staff will be trained on Nobel's MTSS Plan and MTSS tiers as they relate to academic, behavior/SEL, and wellness. Tags:MTSS</li> <li>• (Not started) All teachers will be trained on maintaining student profiles that identify the student's strengths, needs, motivations, and individualized plans to reach goals. Tags:MTSS</li> <li>• (Not started) All teachers will create and maintain student profiles that identify the student's strengths, needs, motivations, and individualized plans to reach goals. Tags:MTSS</li> <li>• (Not started) Teachers will deliver core instruction that is designed to meet the needs of all learners, including all student groups, ELs, DLs, and gifted learners which includes differentiating instruction, making impromptu adjustments in instruction, utilizing formative assessment, and progress monitoring. Tags:MTSS</li> <li>• (Not started) Teachers will implement structures and systems for creating a positive school/classroom culture (PBIS) as well as explicitly and integrated instruction of social-emotional skills (Morning Meeting). Tags:MTSS</li> <li>• (Not started) Behavioral Health team will provide additional supports at the Tier 2 and Tier 3 level for behavior/SEL and wellness. Tags:MTSS</li> <li>• (Not started) Behavioral Health Team will meet weekly to discuss student monitoring across MTSS (behavior, attendance, grades).</li> </ul>



Tags:MTSS

- (Not started) Behavioral Health Team and MTSS team will meet weekly to discuss referrals, check in on any previous support provided to individual students and/or small groups, monitor progress and effectiveness of supports, provide recommendations to teachers and families, and determine appropriate interventions or revise interventions when needed.

Tags:MTSS

- (Not started) Administration will provide staff professional development on restorative practices, corrective conversations, restorative conversations, and deescalation techniques.

Tags:MTSS

- (Not started) Administration will retain staff on Calm Classroom, Morning Meeting, and PBIS during BOY PD.

Tags:MTSS

- (Not started) Administration will train staff on "Nobel's Behavior Management Steps" and using office referrals to ensure consistent school-wide responses to student behavior management and misbehavior during BOY PD.

Tags:MTSS

- (Not started) Administration will monitor the completion of office referral forms. Teachers give them to security/administration immediately.

Tags:MTSS

- (Not started) Administration/ILT will monitor the percentage of misconducts resulting in suspensions each quarter using Dashboard and access the usage rate of restorative approaches vs. punitive driven consequences.

Tags:MTSS

- (Not started) Support implementation of PBIS by replenishing items in our Nobel Buck store to encourage positive and respectful behavior, thereby limiting the number of disciplinary actions and/or suspensions.

Tags:MTSS

- (Not started) Create action plans where individual student goals and intervention strategies are used to support students who require additional help or acceleration (every 6-8 weeks).

Tags:MTSS

	<ul style="list-style-type: none"> <li>• (Not started) Administration will ensure the implementation of the action plans. Tags:MTSS</li> <li>• (Not started) Teachers will use progress monitoring data to make adjustments in instruction every 2-3 weeks. Tags:MTSS</li> <li>• (Not started) Administrations will monitor the fidelity in which teachers progress monitor and how frequently they utilize the progress monitoring data to adjust instruction on a monthly basis. Tags:MTSS</li> <li>• (Not started) Teachers lead classroom instruction more effectively by planing on a weekly basis and adapting lessons to address students' academic and SEL needs. Tags:MTSS</li> <li>• (Not started) Counselor will plan lessons with teachers and schedule times in which to lead and observe Morning Meeting. Tags:MTSS</li> <li>• (Not started) Urban Initiatives will implement an SEL-based recess program on a daily basis. Tags:MTSS</li> </ul>
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**Strategy 3**

If we do...	If we implement a 360 support system for maintaining and improving attendance and/or tardies which includes creating welcoming classrooms, utilizing community-building curriculum like Morning Meeting, establishing weekly/monthly/quarterly incentives, providing public recognition, encouragement, and promotion, monitoring trends with visible goal tracking, partnering with parents and community resources, and developing Attendance Intervention Plans at Tiers 2, 2.1, 2.5, and 3 levels
Then we see...	then we will see more students attending school on a regular, consistent basis
which leads to...	which leads to Nobel's Attendance going from 94.3 in 2019 to 95%.
Budget Description	
Tags	MTSS, OSSE: Attendance & Truancy

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) ILT will analyze end of year student data to create action plans to increase attendance, which may include home visits, parent meetings, individualized goal setting, incentives, and interventions.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Classroom teachers will recognize students with perfect attendance each week in the classroom on Fridays. Announcements will be made to remind teachers to recognize students.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will display weekly attendance on a graph and review the data with their students.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Maintain an Attendance Bulletin Board on the first floor.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Celebrate homerooms with the highest weekly attendance rate with the traveling "awesome attendance award" trophy.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Each month, various incentives will be held to motivate and recognize students with perfect attendance (movie night, polar treat night, raffles, out of uniform day).</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Establish and create an Attendance Team that will organize important incentive events, facilitate Attendance Intervention Meetings, and monitor how effective initiatives are and if strategies are being used with fidelity.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct parent conferences for students who have attendance rate below 93%, develop Attendance Intervention Plans with parent, admin, teacher, and students in order to increase attendance and work to identify and then solve the root cause of the attendance issue.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Send letters home educating parents and families about the importance of good attendance.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p>
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	<ul style="list-style-type: none"> <li>• (Not started) Educate parents on good habits in attendance at State of Nobel, Open House, Report Card Pick Up Days, monthly newsletters home, LSC Meetings, BAC and PAC Meetings.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Conduct Home Visits of students who are chronically absent when needed.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Ensure that teachers are accurately recording attendance data and double-check attendance submission on a daily basis.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) Make daily announcements about attendance and which homerooms had perfect attendance that day.</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p>
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## Action Plan

### Strategy 1

Through the implementation of Nobel's Cycle of Professional Learning (6-8 week cycles), the Literacy and Math coaches will provide support to all grade levels and staff based on the Targeted Instructional Area (TIA) in order to strengthen Tier 1 instruction.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen

Literacy coach will support teachers in Nobel's Powerful Practice by leading grade-level meetings once a week to ensure effective implementation and best practices in Language Arts and all content areas.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

Nobel will implement peer observations and learning walks every 6-8 weeks to gather data and adjust instruction.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano, Mr. Oberts

The literacy coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to ELA. The Literacy coach will support teachers by going into the classroom to plan, model, implement ELA lessons, observe, and coach.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

The literacy coach will work weekly with teacher teams to create action plans and ensure the implementation of those plans around NWEA and other data points.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

The literacy coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

The literacy coach will create a schedule and then implement a plan to support new and veteran teachers, differentiating based on the needs of each individual teacher.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

The literacy coach will work extensively with students pulling small groups (in grade-level bands, K-1, 2nd, 3-4, and 5-8) for intensive intervention instruction based on student-needs and current student-data.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

After school tutoring programs and Tier 2 instructional programs will be implemented to provide additional, targeted instruction for students.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano, Mr. Oberts

Saturday Academy will be implemented to provide additional small group instruction, one-on-one conferencing, and supplemental instruction to students.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano, Mr. Oberts

The Literacy coach will work with Science and Specials teachers to identify, create, and implement lesson plans that integrate non-fiction reading, comprehension strategies, and reading skill development.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Romano

Assistant Principal will work to support initiatives related to instruction, Tier 1 and Tier 2 instruction, and provide teachers with feedback on their instruction as it relates to student learning. Regular data from formative assessments, grade book, and NWEA will determine priorities and areas of support.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Math coach will support teachers in Nobel's Powerful Practice by leading grade-level meetings once a week to ensure effective implementation and best practices in Language Arts and all content areas.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

The math coach will create a monthly schedule to work one-on-one with teachers that need extra support and individualized support with regards to math. The math coach will support teachers by going into the classroom to plan, model, implement math lessons, observe, and coach.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

The math coach will work weekly with teacher teams to create action plans and ensure the implementation of those plans around NWEA and other data points.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

The math coach and ILT grade-level representatives will provide support to all grade levels and staff based on Targeted Instructional Area (TIA) on a weekly basis during Nobel's Professional Learning Cycles.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

The math coach will create a schedule and then implement a plan to support new and veteran teachers, differentiating based on the needs of each individual teacher.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

The math coach will work extensively with students pulling small groups (in grade-level bands, K-1, 2nd, 3-4, and 5-8) for intensive intervention instruction based on student-needs and current student-data.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Mr. Oberts

Administration will monitor instruction through pop-in observations, formal and informal REACH observations, and walk-throughs and provide feedback to teachers based on their personalized professional learning goals and student needs.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Principal, AP, and coaches will lead performance management meetings in teacher teams to ensure that action plans are created and implemented to meet the needs of the students.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

## **Strategy 2**

All staff will be trained on Nobel's MTSS Plan and MTSS tiers as they relate to academic, behavior/SEL, and wellness.

Aug 24, 2020 to Sep 18, 2020 - Mr. Adrianzen, Ms. Monks

All teachers will be trained on maintaining student profiles that identify the student's strengths, needs, motivations, and individualized plans to reach goals.

Aug 24, 2020 to Sep 18, 2020 - Mr. Adrianzen, Ms. Monks

All teachers will create and maintain student profiles that identify the student's strengths, needs, motivations, and individualized plans to reach goals.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Teachers will deliver core instruction that is designed to meet the needs of all learners, including all student groups, ELs, DLs, and gifted learners which includes differentiating instruction, making impromptu adjustments in instruction, utilizing formative assessment, and progress monitoring.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Teachers will implement structures and systems for creating a positive school/classroom culture (PBIS) as well as explicitly and integrated instruction of social-emotional skills (Morning Meeting).

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Behavioral Health team will provide additional supports at the Tier 2 and Tier 3 level for behavior/SEL and wellness.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Delgadillo

Behavioral Health Team will meet weekly to discuss student monitoring across MTSS (behavior, attendance, grades).

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Delgadillo

Behavioral Health Team and MTSS team will meet weekly to discuss referrals, check in on any previous support provided to individual students and/or small groups, monitor progress and effectiveness of supports, provide recommendations to teachers and families, and determine appropriate interventions or revise interventions when needed.

Sep 01, 2020 to Jun 11, 2021 - Mr. Adrianzen

Administration will provide staff professional development on restorative practices, corrective conversations, restorative conversations, and deescalation techniques.

Aug 24, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks, Ms. Delgadillo

Administration will retain staff on Calm Classroom, Morning Meeting, and PBIS during BOY PD.

Aug 24, 2020 to Sep 18, 2020 - Mr. Adrianzen, Ms. Delgadillo, Ms. Monks

Administration will train staff on "Nobel's Behavior Management Steps" and using office referrals to ensure consistent school-wide responses to student behavior management and misbehavior during BOY PD.

Aug 24, 2020 to Sep 18, 2020 - Mr. Adrianzen, Ms. Monks, Ms. Delgadillo

Administration will monitor the completion of office referral forms. Teachers give them to security/administration immediately.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Administration/ILT will monitor the percentage of misconducts resulting in suspensions each quarter using Dashboard and access the usage rate of restorative approaches vs. punitive driven consequences.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks, ILT

Support implementation of PBIS by replenishing items in our Nobel Buck store to encourage positive and respectful behavior, thereby limiting the number of disciplinary actions and/or suspensions.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks, Ms. Greco

Create action plans where individual student goals and intervention strategies are used to support students who require additional help or acceleration (every 6-8 weeks).

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Administration will ensure the implementation of the action plans.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Teachers will use progress monitoring data to make adjustments in instruction every 2-3 weeks.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Administrations will monitor the fidelity in which teachers progress monitor and how frequently they utilize the progress monitoring data to adjust instruction on a monthly basis.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Teachers lead classroom instruction more effectively by planing on a weekly basis and adapting lessons to address students' academic and SEL needs.

Sep 07, 2020 to Jun 11, 2021 - Administration

Counselor will plan lessons with teachers and schedule times in which to lead and observe Morning Meeting.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Delgadillo

Urban Initiatives will implement an SEL-based recess program on a daily basis.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen



### Strategy 3

ILT will analyze end of year student data to create action plans to increase attendance, which may include home visits, parent meetings, individualized goal setting, incentives, and interventions.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Classroom teachers will recognize students with perfect attendance each week in the classroom on Fridays. Announcements will be made to remind teachers to recognize students.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Teachers will display weekly attendance on a graph and review the data with their students.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Maintain an Attendance Bulletin Board on the first floor.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Celebrate homerooms with the highest weekly attendance rate with the traveling "awesome attendance award" trophy.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Each month, various incentives will be held to motivate and recognize students with perfect attendance (movie night, polar treat night, raffles, out of uniform day).

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Establish and create an Attendance Team that will organize important incentive events, facilitate Attendance Intervention Meetings, and monitor how effective initiatives are and if strategies are being used with fidelity.

Sep 07, 2020 to Jun 11, 2021 - Ms. Monks, Mr. Adrianzen

Conduct parent conferences for students who have attendance rate below 93%, develop Attendance Intervention Plans with parent, admin, teacher, and students in order to increase attendance and work to identify and then solve the root cause of the attendance issue.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Send letters home educating parents and families about the importance of good attendance.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Educate parents on good habits in attendance at State of Nobel, Open House, Report Card Pick Up Days, monthly newsletters home, LSC Meetings, BAC and PAC Meetings.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Conduct Home Visits of students who are chronically absent when needed.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

Ensure that teachers are accurately recording attendance data and double-check attendance submission on a daily basis.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Caracheo

Make daily announcements about attendance and which homerooms had perfect attendance that day.

Sep 07, 2020 to Jun 11, 2021 - Mr. Adrianzen, Ms. Monks

## Fund Compliance

### ESSA Program

[X]

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.**

Nobel and the ILT do a comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

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

Nobel administration ensures that strategies for schoolwide improvement provides opportunities for all students to meet proficient and advanced levels of academic achievement.

**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.**

Nobel's ILT and Grade-Level Teachers ensure that schoolwide strategies are using methods and instructional strategies based on scientific 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.

**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).**

Nobel works to ensure that 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).

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

Nobel utilizes a referral process to recruit high-quality, highly-qualified teachers from within networks. Additionally, Nobel leverages the district's Talent Office in order to seek and retain highly-qualified teachers.

**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.**

Nobel's ILT, Administration, and Grade-Level Meetings provide 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.

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

Nobel seeks to increase parent involvement through activities such as ESL classes, computer classes, nutrition classes and parenting classes. Additional activities include Family Literacy Night, Open House, State of Nobel Presentation, and monthly parent meetings.

**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.**

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

**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.**

Nobel teachers vote annually on the assessment calendar and tools for which they will assess students' individual achievement and overall instructional program.

**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.**

Nobel's instructional model provides students who experience difficulty mastering the proficient or advanced levels of academic achievement standards opportunities for 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.

**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.**

Nobel will work to ensure 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.

## **ESSA Targeted Assistance Program**

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## **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.**

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

**The school will hold an annual meeting at a time convenient to parents 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**

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

**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.**

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

**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.**

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

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

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

**Schools will assist parents of participating 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.**

At monthly NCLB and BAC meetings parents will be provided information on understanding the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with their child/children's teachers. Grade band level meetings will be held to discuss standards taught in each grade.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents 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.**

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

**Schools will educate all staff in the value and utility of contributions by parents and 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.**

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

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.**

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

**Schools will ensure that information related to the school and parent 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.**

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

### Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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.)**

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

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

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

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

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

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

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

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

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

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



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

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

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

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

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

**Parent Budget (Complete)**

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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.**

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

**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.	\$1000.00
<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.	\$800.00
<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)	\$2800.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1344.00
<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.	\$824.00
<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