# Nicholson Technology Academy 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|---|---|---|---|
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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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Provide Professional development that empowers and impact the school. Weekly communication are provided weekly for all staff. There are also grade level teams meet weekly and ILT team meets at least once a month to analyze data and complete 'swot analysis or discuss strengths and weaknesses of school what is working what is not.
- 2 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school
  - o 2 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
  - o 2 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: grade level teams/ILT are responsible for analyzing the data that is pulled from various sources such as student work, NWEA learning continuum, Study Island, IXL, and etc. to support teacher instruction that will provide positive outcomes and opportunities for students achievement.

# Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 2 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards

- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 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
- o **Evidence**: Through the use of the network scope and sequence which is aligned to the common core state standards,teachers use it as a guide to plan for instruction. There are also supplemental materials /resources that are purchased on line to help in planning such as study island, IXL, Iready that are aligned to common core. We have a guidance assistance counselor who does SEL through the arts.
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 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)
  - o **Evidence**: some teachers are using Gradual Release of responsibility ( I do, We do, You do) in both whole group (core) and small group instruction to maximize instruction and student ownership.
- 2 - Balanced Assessment and Grading
  - o 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 1 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- o **Evidence**: Assessments are created using measure up live and or study island using different levels of DOK. teachers also turns in every 5 week assessments and feedback is provided
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 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)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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)
  - o 2 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)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 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)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 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)
  - o 2 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)
  - o 2 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)
  - o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 2 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)

- o 2 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)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Students are tiered. Admin goal set with teachers, teachers goal set with students using a specific goal setting template. Some teachers implement small group instruction using the learning continuum for NWEA RIT scores. programs such as Study island and IXL, iready are used to progress monitor students growth and reteaching practices are implemented.
- 2 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 1 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
  - o **Evidence**: The counselor consistently monitors and assist 8th grade students with Go Cps and provide High school tours. We host our very own High School fair for 7th -8th grade students

## Quality and Character of School Life

- 2 - Relational Trust
  - o 2 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)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- o **Evidence**: have conducted SEL professional development to help teachers build positive relationships with students and help to understand how to react to challenging behaviors and situations. Dean, principal and assistant principal have peace circles and restorative conversations with students. Nicholson has a creed that students recite and often will refer back to it to understand the purpose of the creed as it promotes respect, and responsibility.
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: 8th grade school ambassadors where they take ownership of the systems and structures that exist within the school to help create a more positive climate and culture. have also created a student voice team where students can voice concerns/issues/ and discuss positive things of the school of what words and what does not work. The alderman in in Nicholson's ward came to the school to discuss the importance of education at 8th grade graduation and welcome back the first week of school.
- 2 - Physical and Emotional Safety
  - o 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Check in with Existing SEL staff that is dedicated to school student SEL improvement. Student ambassadors monitor transitions for students which is on a point system to ensure hallways are safe and transitions are smooth. We have three security guards and a Dean. Routines and procedures for safety procedures are in place. Student expectations and policies are clearly articulated sent home to parents.
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Equitable approaches to discipline are in place such as providing students to be reinstated with a parent if suspended and if need be an action plan is put in place. Students discipline is recorded in ASPEN as stated by district policy. School has in place a discipline system where teachers are to record

behaviors using a misconduct referral from also given to the dean prior to inputting in ASPEN

- 2 - Family & Community Engagement
    - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - o 2 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).
    - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - o 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)
    - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - o 2 Partner equitably with parents speaking languages other than English
    - o 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)
    - o **Evidence**: several partnerships within the community that donate to the school such as socks, coats Christmas gifts and school supplies and book bags. make home-visits when necessary for attendance or any other concerns. have an open house where school data and routines and systems are discussed. We have implemented a school website to communicate with parents with current events. we have a partnership with boys and girls club after school program to help keep students safe of the streets during after school hours we partner and have different events for the community

# 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 | **2** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **1** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **3** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 2 | Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement | **0** |

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 2 | Quality and Character of School Life: Family & Community Engagement | **0** |
| 2 | Quality and Character of School Life: Physical and Emotional Safety | **0** |
| 2 | Quality and Character of School Life: Relational Trust | **0** |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **0** |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **4** |
| 3 | Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement | **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.

| | |
|---|---|
| Area of Critical Need 1 | NWEA Growth G3-8 (Reading) |
| Root Cause 1 | Lack of understanding of CCSS along with the implementation of core instruction/small group (Gradual Release of Responsibility) |
| Area of Critical Need 2 | NWEA Attainment G2(Reading) |
| Root Cause 2 | lack of systematic phonis/phonemic awareness instruction |
| Area of Critical Need 3 | NWEA Growth G3-8 (Math) |
| Root Cause 3 | struggle with implementation of core instruction/small group (Gradual Release of Responsibility) |
| Area of Critical Need 4 | Attendance Rate |
| Root Cause 4 | lack of consistency of communication to parents and incentives with of tier II students. |

## 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 Growth G3-8 (Reading)<br><br>I chose this metric because here at Nicholson we are make growth but it is significantly below grade level. | | | | |
| Vision: NWEA Attainment G2 (Reading)<br><br>I choose this metric due to students in 2nd grade performing in the 1st percentile for reading. Additionally, students are entering 3rd grade significantly low. | African American | | 25.00 | 30.00 |
| | Overall | | 25.00 | 30.00 |
| Vision: NWEA Growth G3-8 (Math)<br><br>I chose this metric because here at Nicholson we are make growth but it is significantly below grade level. | African American | | 70.00 | 75.00 |
| | Overall | | 70.00 | 75.00 |
| Vision: Attendance Rate<br><br>I chose this metric because our attendance rate has been 94% over the last 3 years. By making this a focus, we anticipate an significant increase in attendance. | African American | | 96.00 | 97.00 |
| | Overall | | 96.00 | 97.00 |
| (Blank) | | | | |

## Required metrics (Elementary) (133% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey**<br>Based on our 5 essential data we received a well organized. Although we are well organized we will continue to strive to ensure that we provide high quality of instruction and provide a culture and climate that will continue to help students and staff feel comfortable and safe and provide SEL strategies that will help with restorative practices that will help | | | 5.00 | 5.00 | 5.00 |

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| build the climate and culture and that in turn provide a conducive environment where students feel comfortable and safe to provide a voice while learning and interacting with other peers and staff at the same time | | | | | |

## 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 implement best practice strategies to improve instruction such as gradual release of responsibility model (GRR), small group instruction, incorporation of stem practices, student collaboration (turn and talks), alignment of task to CCSS,provide differentiated tier 1 instruction |
| Then we see... | increased number of teachers providing daily high quality rigorous instruction Increase number of Teachers scaffolding lessons, explicitly modeling and guiding students through instructional practice -Students becoming more engaged in learning task and collaboration daily -More students mastering tier 1 instruction due to the differentiation of learning task -Students will be receiving instruction at their individualized grade level |
| which leads to... | Increased percentage of at least 70 percent of students on track for all core subject areas. 10 percent increase for students meeting attainment and more students in k-2 will increase their reading ability and 70 percent of the k-2 students will be at or above grade level with TRC and Dibels data. |
| Budget Description | PD Programming....and possible professional development consultants/vendors |
| Tags | Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 4-21st Century Professional Learning, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, OSCPA: Tier 1, Personalized Learning: Tailored Learning/Differentiation, STE(A)M Schools: Instructional Approach (SSS4) |
| Action steps | • (Not started) ILT will meet twice a month to analyze school wide data (NWEA, MClass, Student work, Interim assessments) and instructional trends (based on classroom observations) to create action items for instruction improvement. |

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) Schedule Vertical and horizontal meetings where teachers within and across grade levels can collaborate and analyze student data/work to measure and share research based best practice instructional strategies to promote academic growth in reading and math.

  Tags:Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

- (Not started) Admin will use the Get Better Faster Coaching guide as a coaching tool to help teachers effectively plan and implement best practices that will lead to high quality rigorous instruction for all students.

  Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks

- (Not started) Implement a co-teaching model with General Education teachers and Diverse learning teachers where they collaboratively plan and integrate lessons that are differentiated that provide equitable access in learning.

  Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, ODLSS: Instructional Quality, Math: Equitable Access

- (Not started) Teachers in grades k-8 will engage in hands on professional opportunities to differentiate instruction using the GRR model where there is alignment with CCSS, objectives, and task implementation where immediate feedback will be given on glows, grows and next steps to enhance best practices for high quality instruction in tier 1.

  Tags:Structure for Continuous Improvement, Curriculum, Instruction, ODLSS: Instructional Quality

- (Not started) Teachers will create lessons using Small group Instruction monitoring tool using NWEA/MClass data three to four times a week to provide targeted small group instruction in grades K-8 to promote growth and meet the needs of all students across all grade levels.

  Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Teachers in grades k-2 will be provided with professional developments and professional research based readings on systematic phonics instruction to help improve instruction in reading and produce more readers in primary grades.

| | Tags:Instruction, Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OECE: P-2 Balanced Literacy |
| --- | --- |
| | • (Not started) provide teachers in grades k-2 professional development on the CKLA core curriculum around the implementation of best practices/effective strategies for high quality instruction in Literacy<br><br>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction |

## Strategy 2

| | |
| --- | --- |
| If we do... | Provide teachers with professional development and implement strategies on the process of analyzing student tasks/assessments with the use of the Depth of Knowledge (DOK) rubric across content areas which will help to create assignments, quizzes, and every 5-week benchmark assessment which will help with differentiating instruction to meet the needs of all students using a variety of higher and lower leveled questions. implement bi-weekly protocol utilized during teacher team meetings that require teachers to bring samples of students work/assessments to analyze for the purpose of authenticity and modifications to provide feedback on type of task selected and question and discussion techniques to give next steps. We also will continue to monitor Aspen grade input weekly to ensure alignment to scope and sequence, through lesson planning and the selection of objectives and standards. |
| Then we see... | An increase in teachers? ability to create and pose more critical thinking questions and create more rigorous task, quizzes, and assessments for students. We will see higher expectations in all classrooms in all grades, and promote students to challenge their thinking. Also see that teachers are inputting grades in Aspen that are aligned to scope sequence, through lesson planning/standards/objectives. |
| which leads to... | 70% of teachers engaged in creating more rigorous instruction through an increase of critical thinking on all tasks, quizzes, and assessments and that leads to a minimum of 50% of students in grades 3-8 meeting EOY targets for NWEA in math and reading. Also 80% percent of teachers which will have an alignment with grade input in (Aspen), to the scope and sequence through the completion of tasks/quizzes/assessments. |
| Budget Description | professional development consultant/vendor |
| Tags | Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation |
| Action steps | • (Not started) Revisit and train teachers on the Depth of Knowledge rubric(DOK) and how to integrate it in lessons and assessments to help create more rigorous assessments/tasks at various levels |

Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Teachers along with admin will met in GLT meetings to analyze every five week assessment data and weekly work samples(task) using DOK or Blooms to analyze questions to ensure students are presented with task and questions at various levels

  Tags:Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Administration and ILT will conduct monthly Instructional Learning Walks to observe and evaluate, Instructional strategies, student discourse, small group instruction and effective practices in both reading and math instruction for ALL grade levels to ensure rigorous instruction and tasks/assessments is being implemented.

  Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OSEL: Supportive Classroom Environment, Math: Rigorous Tasks

- (Not started) Math and Literacy teachers will meet across grade level teams on a monthly basis to collaborate plan, share and support effective instruction by looking at the rigor of assessments, instructional strategies,, small group instruction and using DOK questioning.

  Tags:Assessment: Improving Assessment Literacy, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks, Math: Student Discourse

- (Not started) Administration will analyze grade-book (Aspen) using a monitoring tool that ensures teachers are using appropriate and best grading practices which is up to date and alignment following scope and sequence with task and objective.

  Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems

## Strategy 3

| If we do... | Provide teachers with professional development on the MTSS problem solving process (1.) Define the problem, 2.) Problem Analysis, 3.) Plan implementation, 4.) Plan Evaluation) to meet the needs of all students. |
|---|---|
| Then we see... | Teachers focusing and analyzing both ELA and Math assessment data to target varying levels of interventions, Teachers utilizing the problem solving process to determine next steps for the problem solving process. Data driven instruction in the classroom as well as differentiated instruction. Finally (but not limited to) we will see small group instruction that focuses on the students RIT goal strands. Providing the teachers with the ability to |

| | |
|---|---|
| | adequately group their students and progress monitor their learning on a weekly, bi-weekly to determine who is moving towards mastery |
| which leads to... | 50% of teachers engaged in analyzing \formal and informal data that leads to a minimum of 30% of students in grades 2-8 meeting targeted outcomes for both classroom mastery and NWEA for attainment |
| Budget Description | professional development around MTSS |
| Tags | Instruction, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Personalized Learning: Tailored Learning/Differentiation |
| Action steps | • (Not started) Create MTSS Team that will provide Professional Development and Support to the Multi-Tiered Systems of Support using the problem solving process<br><br>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process<br><br>• (Not started) The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if Core Instruction is being implemented successfully.<br><br>Tags:MTSS, MTSS: Curriculum & Instruction<br><br>• (Not started) Create a schedule and integrate computer-based, CCSS aligned, supplemental curriculum to improve and progress monitor Literacy and Math skills (Compass Learning, study island, IXL RAZ Kids plus)<br><br>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring<br><br>• (Not started) Develop a protocol and monitor students requiring and receiving targeted and intensive instruction/interventions using the Problem Solving Process to plan Tier 2 and Tier 3 instruction/interventions. Determine appropriate researched based interventions for students or groups of students not making adequate progress. Use progress monitoring data to track effectiveness of interventions and student response to intervention.<br><br>Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process<br><br>• (Not started) Provide after-school intervention in both Reading and Math to increase assessments( NWEA/TRC Dibel )scores. Students will be grouped and receive targeted instruction based on data and areas of need.<br><br>Tags:Instruction, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring |

## Strategy 4

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| If we do... | Continue to revisit and train teachers on best practice strategies for restorative practice such as peace circles in all grade levels, with a specific focus on 5th-8th grade students. implement proactive strategies in the classroom on a daily basis. For the purpose of the students learning to develop strategies that will allow them to coexist in the school and their classrooms. |
| Then we see... | Increased teacher knowledge and understanding of how to implement peace circle strategies and selecting consequences and rewards that are: aligned to the SEL standards, demonstrating high expectations for behavior, developmentally appropriate student?s problem solving skills. We will also see more positive student-to-student interactions that result in more positive conflict resolution, rather than negative/punitive outcomes. |
| which leads to... | 80% of teachers engaged in implementing proactive behavior strategies that leads to a 50% decrease in student infractions. |
| Budget Description | restorative practice coach for training SEL curriculum integration trauma based training (supporting teachers/staff how to deal with trauma |
| Tags | Relational Trust, CBE: SEL Integration, ODLSS: Behavior Support, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices |
| Action steps | • (Not started) SEL team will meet monthly to address student behavior and create structures for peer buddies and mentor groups. The team will also provide support with SEL curriculum<br><br>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment<br><br>• (Not started) Conduct monthly or biweekly check in system with students who have been targeted and identified with tier 3 behavioral concerns.<br><br>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions<br><br>• (Not started) provide teachers with trauma based training to help teachers understand the difficulties students are faced in the community and provide check in system to support teachers and their progress and understanding.<br><br>Tags:CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices<br><br>• (Not started) implement a school wide behavior system plan that will address all tiers of behavior that will help create a more positive climate and school culture and have celebrations and incentives bi-weekly or monthly<br><br>Tags:OSEL: Supportive and Equitable Discipline Practices |

| | • (Not started) Implement a school wide SEL curriculum that is centered around self awareness and self regulation<br><br>Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive School Environment |
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## Strategy 5

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| If we do... | Provide professional development around PBIS, targeting attendance. The Attendance team will develop a school-wide/classroom attendance and tardy incentive policy, utilizing streamlined communication systems, such as; flyers, individual teacher letters, newsletters and phone calls and announcements over the intercom. and posting information on school website. |
| Then we see... | Teacher implementing weekly PBIS strategies and utilizing the attendance plans on a daily basis. Students excited about coming to school, parents invested in getting their children to school every day, and teachers invested in making sure they are in attendance for their students as well. |
| which leads to... | 95% of teachers engaged in implementing a strategic attendance plan that leads to a minimum increase in school-wide attendance to 95% or higher as a result of parent and teacher collaboration and awareness. |
| Budget Description | |
| Tags | OSSE: Attendance & Truancy |
| Action steps | • (Not started) Meet with the attendance team to review incentives and strategies to be implemented in the classroom and school wide<br><br>Tags:OSSE: Attendance & Truancy<br><br>• (Not started) Teachers and staff will survey the students to gauge their likes and dislikes, in an effort to develop an school wide incentive plan.<br><br>Tags:OSSE: Attendance & Truancy<br><br>• (Not started) Grade level teams along side Attendance Team collaborate to incorporate and implement an attendance plan for all students with a specific focus on Students who fall into Tier 2 for attendance<br><br>Tags:OSSE: Attendance & Truancy<br><br>• (Not started) Engage teachers in 5-week team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed. |

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| | Tags:OSSE: Attendance & Truancy<br><br>• (Not started) communicate with parents about the importance of attendance via school website, flyers, robo calls, newsletters, and phone calls, also providing parents with incentives such as incentives and celebrations when their child is rewarded to build positive relationships<br><br>Tags:OSSE: Attendance & Truancy |

# Action Plan

## Strategy 1

ILT will meet twice a month to analyze school wide data (NWEA, MClass, Student work, Interim assessments) and instructional trends (based on classroom observations) to create action items for instruction improvement.

Aug 31, 2020 to Jun 04, 2021 - ILT Principal Asst,. Principal

Schedule Vertical and horizontal meetings where teachers within and across grade levels can collaborate and analyze student data/work to measure and share research based best practice instructional strategies to promote academic growth in reading and math.

Sep 14, 2020 to Jun 04, 2021 - k-8 Teachers Principal Asst Principal

Admin will use the Get Better Faster Coaching guide as a coaching tool to help teachers effectively plan and implement best practices that will lead to high quality rigorous instruction for all students.

Sep 07, 2020 to Jun 04, 2021 - Principal Asst. Principal

Implement a co-teaching model with General Education teachers and Diverse learning teachers where they collaboratively plan and integrate lessons that are differentiated that provide equitable access in learning.

Oct 05, 2020 to Jun 04, 2021 - Gen Ed Teachers Diverse Learner Teachers Principal Asst. Principal

Teachers in grades k-8 will engage in hands on professional opportunities to differentiate instruction using the GRR model where there is alignment with CCSS, objectives, and task implementation where immediate feedback will be given on glows, grows and next steps to enhance best practices for high quality instruction in tier 1.

Oct 05, 2020 to Mar 26, 2021 - All K-8 Teachers Principal ILT Asst. Principal

Teachers will create lessons using Small group Instruction monitoring tool using NWEA/MClass data three to four times a week to provide targeted small group instruction in grades K-8 to promote growth and meet the needs of all students across all grade levels.

Sep 21, 2020 to May 28, 2021 - All K-8 Teachers Principal Asst. Principal

Teachers in grades k-2 will be provided with professional developments and professional research based readings on systematic phonics instruction to help improve instruction in reading and produce more readers in primary grades.

Oct 12, 2020 to Apr 30, 2021 - Primary Teacher (K-2) Principal Asst. Principal Teacher Primary lead

provide teachers in grades k-2 professional development on the CKLA core curriculum around the implementation of best practices/effective strategies for high quality instruction in Literacy

Aug 24, 2020 to Jun 18, 2021 - CKLA provider Principal Asst Principal

## Strategy 2

Revisit and train teachers on the Depth of Knowledge rubric(DOK) and how to integrate it in lessons and assessments to help create more rigorous assessments/tasks at various levels

Aug 24, 2020 to Oct 16, 2020 - All Teachers

Teachers along with admin will met in GLT meetings to analyze every five week assessment data and weekly work samples(task) using DOK or Blooms to analyze questions to ensure students are presented with task and questions at various levels

Sep 07, 2020 to Jun 18, 2021 - All Teachers Principal Asst Principal

Administration and ILT will conduct monthly Instructional Learning Walks to observe and evaluate, Instructional strategies, student discourse, small group instruction and effective practices in both reading and math instruction for ALL grade levels to ensure rigorous instruction and tasks/assessments is being implemented.

Sep 07, 2020 to Jun 18, 2021 - ILT Principal Asst. Principal

Math and Literacy teachers will meet across grade level teams on a monthly basis to collaborate plan, share and support effective instruction by looking at the rigor of assessments, instructional strategies,, small group instruction and using DOK questioning.

Oct 05, 2020 to Jun 18, 2021 - Teachers ILT

Administration will analyze grade-book (Aspen) using a monitoring tool that ensures teachers are using appropriate and best grading practices which is up to date and alignment following scope and sequence with task and objective.

Sep 07, 2020 to Jun 18, 2021 - Principal Asst Principal

## Strategy 3

Create MTSS Team that will provide Professional Development and Support to the Multi-Tiered Systems of Support using the problem solving process

Sep 01, 2020 to Sep 30, 2020 - MTSS Team Principal Asst. Principal

The MTSS team will undergo extensive training on the MTSS problem solving process. focusing on both mathematics and ELA. The team will conduct professional development for teachers to understand how to analyze their classroom data and provide varying levels of interventions, particularly for Tier 2 and Tier 3 students. The data analysis will also provide the teachers with information on, if Core Instruction is being implemented successfully.

Sep 07, 2020 to Jun 18, 2021 - MTSS Team Principal Asst Principal Counselor

Create a schedule and integrate computer-based, CCSS aligned, supplemental curriculum to improve and progress monitor Literacy and Math skills (Compass Learning, study island, IXL RAZ Kids plus)

Aug 24, 2020 to Sep 30, 2020 - Principal Asst Principal ILT Teacher

Develop a protocol and monitor students requiring and receiving targeted and intensive instruction/interventions using the Problem Solving Process to plan Tier 2 and Tier 3 instruction/interventions. Determine appropriate researched based interventions for students or groups of students not making adequate progress. Use progress monitoring data to track effectiveness of interventions and student response to intervention.

Sep 07, 2020 to Jun 18, 2021 - Principal Asst Principal MTSS Team Counselor

Provide after-school intervention in both Reading and Math to increase assessments( NWEA/TRC Dibel )scores. Students will be grouped and receive targeted instruction based on data and areas of need.

Oct 19, 2020 to Apr 30, 2021 - Principal Asst, Principal ILT Teacher Leads

## Strategy 4

Conduct monthly or biweekly check in system with students who have been targeted and identified with tier 3 behavioral concerns.

Sep 07, 2020 to Jun 18, 2021 - SEL TEam Dean

implement a school wide behavior system plan that will address all tiers of behavior that will help create a more positive climate and school culture and have celebrations and incentives bi-weekly or monthly

Aug 24, 2020 to Jun 18, 2021 - Dean Teachers principal Asst Principal

SEL team will meet monthly to address student behavior and create structures for peer buddies and mentor groups. The team will also provide support with SEL curriculum

Sep 07, 2020 to Jun 18, 2021 - SEL Team Principal Asst. Principal Dean

provide teachers with trauma based training to help teachers understand the difficulties students are faced in the community and provide check in system to support teachers and their progress and understanding.

Sep 07, 2020 to Jun 18, 2021 - SEL Provider Dean Principal Asst. Principal

Implement a school wide SEL curriculum that is centered around self awareness and self regulation

Aug 24, 2020 to Jun 18, 2021 - Dean Teachers Principal Asst Principal Counselor SEL Team

### Strategy 5

Meet with the attendance team to review incentives and strategies to be implemented in the classroom and school wide

Aug 24, 2020 to Jun 18, 2021 - Attendance Team Principal Asst Principal

Teachers and staff will survey the students to gauge their likes and dislikes, in an effort to develop an school wide incentive plan.

Sep 07, 2020 to Jun 04, 2021 - Attendance Team Principal Asst Principal Teachers

Grade level teams along side Attendance Team collaborate to incorporate and implement an attendance plan for all students with a specific focus on Students who fall into Tier 2 for attendance

Sep 07, 2020 to Jun 18, 2021 - Teachers Attendance Team Principal Asst Principal

Engage teachers in 5-week team meetings to ensure implementation, progress monitor and provide systems of support and feedback to individual teachers as needed.

Sep 07, 2020 to Jun 18, 2021 - Attendance Team Principal Asst. Principal

communicate with parents about the importance of attendance via school website, flyers, robo calls, newsletters, and phone calls, also providing parents with incentives such as incentives and celebrations when their child is rewarded to build positive relationships

Sep 07, 2020 to Jun 18, 2021 - Attendance Team Principal Asst. Principal

# 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.**

Students use the board recommended Teaching assessments, K-2nd grade takes Dibels and Mclass assessments. 2nd grade through 8th grade use the standard achievements measures in NWEA.

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

The school has a MTSS committee and plan that allows any referred student the opportunity for Tier 2 and Tier 3 students so that all students have an equitable opportunity for meeting their targeted goals.

**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.**

We use the gradual release for instruction for core instruction and small group instruction for targeted intervention or enrichment for students growth.

**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).**

As a school we will use Second Step for student SEL and we utilize MTSS to assist our students academically. We will develop personalized learning plans to support all student academic needs.

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

To attract highly qualified teachers we create a strong positive culture and climate which resonate beyond the school walls. We update our website to highlight programs and activities that happen at Nicholson. We also attend job fairs and seek to promote our school motto of student. Additionally, we contacted potential candidates from CPS Taleo profile list.

**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.**

Our school will offer Professional Development on and off site to assist with our CIWP goals of Balance Assessment and grading , MTSS and Instruction including but not limited to Arts Infusion, IEP writing,REACH re-certification, SAM conference for time management and ISBE

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

We have regular PAC and LSC meetings in addition to Report card pickup days, Family reading and Math night, Art showcase

**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.**

Our Pre-School parents are given precedent to our Kindergarten seats in our school. We also recommend our students for the step up to kindergarten programs offered by CPS.

**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.**

We use dashboard data, REACH data, 5-week assessments and regular data meeting with teachers. Additionally teachers are referred to PD that will assist in the growth and development of their teacher practice.

**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.**

There are intervention blocks planned for students to attend enrichment and intervention classes. There is also after school and saturday school available for targeted students.

**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.**

We work with the 7th district police department, Community Schools, the fresh fruit and vegetable program, the Boys and Girls club, AARP, and Empowered Schools.

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

[X] 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.**

The school will provide bi monthly LSC meetings to not only meet district requirements but to allow the parents to voice to collaborated on school improvement. Parents will also be invited to to additional parent meetings such as LSC,/PAC and additional activities that require parental support where they can share in decisions that impact the school

**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**

We will host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. An explanation of the school?s participation, Title I requirements, what participation in Title I programming means, how to become involved in the school?s programs and ways and how the parents will be allotted the opportunities to express their suggestions and make decisions about the education of their children. The projected date of the Annual Title I meeting and Title I PAC Organizational Meeting will convene during the 3rd week of September. The Organizational meeting should be scheduled on October 21st at 2:00 p.m with the notification to Parents,Community and Stakeholders.. Parents will be notified by using many mediums including Fliers, parent letters, announcements, as well as telephone communication to parents and school created monthly calendars and updated information on school's website.

**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.**

At the beginning of the school year, meeting dates and times will be based on times convenient for the parents. Flyers will be distributed to all parents with
the meeting dates, which also will be included posted on the school's website and provided on monthly calendar. On Parent-Teacher Conference Day,meeting date reminders will be provided to parents days in advance. In addition LSC/PAC notices should be sent home with students 7 days before the meeting, with a Principal report at each meeting. A parent suggestion box will be placed at the front desk of the school for parents to provide ongoing input that will help improve the school community. Also Develop an advisory team of teachers and staff along with admin that will read and meet and determine of plan if necessary.

**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.**

The school will issue out all important information pertaining to the state assessment during Open House and report card pick-up. . As well as the updates with MOY assessment results are sent home as they are made available. During each quarter, progress reports/report cards will be distributed after five weeks of instruction. At that time, each parent will be provided results on their child's most recent data such as assessments/behavior/attendance rates/grades. This data will be explain by the teachers during parent-teacher conference days (November and April) and/or through a
B.A.G. report At anytime throughout the school year, parents can also request the information.

**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.**

As soon as the letters are sent from the Board, letters are mailed home immediately to provide parents timely notice of when their child is taught by a teacher who is not highly qualified.

**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.**

Progress reports are sent home every five weeks so that parents are informed on their child's progress. Parents will receive information on how to sign up for the Parent Portal and view their child's grades. Teachers will also call parents to inform parents their child's progress and phone calls will be recorded on a Communication Log. Workshops will also be held to provide parents information on the Common Core State Standards, NWEA, and how to assist your child .at home.

**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.**

we have a parent room to provide a space where parents can have computer/internet usage to monitor student progress (Parent Portal in Aspen) and to research other student and/or family supports that may be needed. We will offer family nights that will include math/science, literacy, stem/technology so that parents can get an in depth view of what the teachers are doing in the classroom as well as participate in the activities and provided tips to for homework and studying support.

**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.**

The school will provide Professional Development for teachers and staff, principal-directed meetings, and ILT meetings,. The administrative team will observe classrooms to assure that teachers are consistently reaching out and communicating with parents and at the same time allowing them a voice in advocating for their child.

**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.**

Nicholson have two Preschool classrooms and the teachers will arrange a parent meet and greet meeting or Open House with parents to inform them of early intervention reading strategies and parent programs that are available.

**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.**

Information related to school and parent programs, meetings, and other activities will be communicated. Notices of these meetings will be distributed in English and Spanish, robo calls (if possible)will be delivered in English and Spanish. We will also communicate through Flyers being posted, use the Marquee and the posting on the school website, along with monthly parent newsletters/calendars,

## Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

**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.)**

Nicholson will continue to strive to provide high quality instruction that meets the needs of all students leading to a path of being college and career ready by utilizing research based best practices (GRR Model, with the incorporation of stem practices) to produce critical and reflective thinkers that is able to problem solve in an environment that promotes positive collaboration that will help prepare students to become competent individuals that can contribute within this global society.

**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.**

Parents will be allowed throughout the year to conference with the teacher when needed based on availability and scheduling of appointments. The school will host Grade level nights and an Open House where the parents will be able to have conversations with the teacher about their child's academic success as well as social and emotional needs. There are also two board mandated structured parent teacher conferences that are held twice a year during report pick-up ( November 18, 2020 and April 21 2021)

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

The parents will be provided with student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 9, 2020; December 18, 2020; March 12, 2021 and May 21, 2021) Next the parents will participate in two report card parent teacher conferences that are held twice a year (November 18, 2020 and April 21 2020). Last the teacher will provide reports as needed for the parents throughput the school year. There will also be Parent meetings scheduled and held will for 3rd, 6th, and 8th grade students to discuss the district's promotion policy.

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

The parents will be provided access to the staff throughout the year which will consist of student progress reports 4 times throughout the year. Those reports will be distributed every 5 weeks(October 9, 2020; December 18, 2020; March 12, 2021 and May 21, 2021) Next the parents will participate in two report card parent teacher conferences that are held twice a year (November 18, 2020 and April 21 2020). Last parents are also entitled to request meetings throughout the year as needed.

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

Parents who wish to volunteer and participate are required to complete a parent volunteer packet which is located on the CPS website. There is a process that the board requires them to go through which includes a background check in order to be cleared to become a CPS school volunteer. Once they meet all requirements, Parents will be provided with times/days they are needed especially in high demand areas such as before school/ after school, lunch and recess duty and other places where support is needed.

**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 by ensuring that their child is at school and on time for school everyday and ensure that the students are getting the proper rest to be engaged learners. School will send home learning/homework tips that will help support parents at home. Parents will provide an after-school routine that encourages their children to read daily, assist with homework, and study time. All parents will be able to set-up a Parent Portal account on Aspen that will allow them to access their child's grades and attendance at all times throughout each school year. Parents will devote volunteer time to help support the school's initiatives.

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

The school has a LSC, and PAC in place for parents to be able to participant in to be able to provide a voice for making educational decisions as it relates to the school and their child's education. Nicholson will also be creating a suggestion box where parents can provide input with decisions on improving the school.

> **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).**
>
> Expectations that are in place focus on academics, social emotional, and behavioral need, as well as activities outside of the classroom. Students will share the responsibility of being on time and prepared for school each day. All assignments (homework/classwork) will completed on a regular and consisted basis. Students will be able to self monitor their academic progress through Student Portal in Aspen and seek assistance from teachers. Students will ensure that all communication distributed to him or her is passed on to their parent/guardian. The students are expected to follow the CPS Students Code of Conduct adhere to our PBIS core values that supports positive student behavior by being responsible, respectful and in control at all times.

## 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.**
>
> Nicholson's goal Increase communication between parents and teachers to ensure that parents understand the expectations of Common Core State Standards, District Assessments, and other CPS policies. Provide parents with resources to help support their children at home. Also, provide additional training for the parents to be able to effectively support their child's use of the technology programs that are actively being used in the school in addition to providing other training/supports such as parents supporting their child at home, healthy eating and how to prepare their child to be ready for High School, College and beyond.

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

**Account(s)**

**Description**

**Allocation**

| Account | Description | Allocation |
|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| 53405 | **Supplies**<br>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. | $0.00 |
| 53205 | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $0.00 |

| | | |
|---|---|---|
| **54125** | **Consultants**<br>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) | $0.00 |
| **54505** | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $0.00 |
| **54205** | **Travel**<br>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 |
| **54565** | **Reimbursements**<br>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 |
| **53510** | **Postage**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $0.00 |