

Northside Learning Center High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/11/2020	Teachers, Admin, Counselor, Case manager	Critical Areas of need/data analysis
02/20/2020	Teachers, ADMIN, Counselor, Case manager	Critical Areas and goal development

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
 - 4 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)
 - 3 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:** Teacher and para teams are established and active. ILT, Team leaders, Paraprofessional meetings are created and meet regularly. Collaboration is a value that is communicated. Admin is transparent with staff, parents, LSC.
- 4 - 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
 - 4 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
 - 4 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
 - 4 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:** LSC agenda and minutes. CIWP is aligned to priorities and mission of the school. Admin takes intense initiative to ensure the building is clean and de-cluttered.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 4 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
- 4 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:** CBI Schedule, Lesson Plans, Digital Curriculum, Accommodations and modifications
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Differentiation identified in lesson plans, accommodations/modifications individualized for students, staff attending AAC device training, teachers provide feedback to students and allow students to self-assess.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs

- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers utilize our NLC functional assessment that is teacher created and adapted for students with intellectual disabilities. School teams meet to discuss formative & summative assessments. ILT agenda and minutes.
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 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)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)
 - 4 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)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 4 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)

- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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)
- 4 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)
- 4 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:** AS a school with 100% IEPs MTSS in our world looks a bit different. Tier 2 and 3 interventions are discussed with parents at IEP meetings. Additionally meetings are held to review data, analysis, coordination with Behavioral Health Team, clinical team, etc. BIPs are signed off by parents and implemented for 6-8 weeks with assigned staff to track progress and implement various interventions. Parents are a large partner with progress monitoring of their child. Data sheets/communication logs are sent home daily for parent signature.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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:** For our students, staff partners with parents to ensure a smooth and meaningful transition to post-secondary life. IEPs contain transition plans based on what students would like to do once they leave NLC. Assistance is given to

parents regarding state process that they and their child will need upon exiting from FAPE.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Staff has communicated and has been provided PD in Social Emotional Learning areas such as restorative practices, Mental health first aide, Safety Care. Now, staff is asking to be trained in other mental illnesses. Staff requests this so they can make meaningful connections with students and be sympathetic to our students situations.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Digital curriculum is utilized CNN news, News 2 you. Service learning projects have included homeless shelters and food pantries. Our students get to be actively involved in creating a plan to combat homelessness. Student sits on LSC.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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:** Have safety codes that all school follows to ensure safety for all students. Plans and procedures for student escorts both in hallways and in restrooms.
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Restorative practices are utilize first. Staff always wants to ensure the students learn from mistakes, but also take ownership of their behavior. Suspensions are always used as a last resort.
- 4 - 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
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 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:** NLC admin and staff take parent partnership very seriously. PAC, BAC & LSC are very active. Counselor and clinical team offer monthly meetings to parents. Counselor also takes parents to a variety of workshops/residential placements that parents can utilize upon their student graduating from NLC.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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	Attendance (Under MTSS)
Root Cause 1	Students brought in by parents rather than riding the school bus have been chronically tardy Students with medical conditions that have ongoing therapy appointments miss chunks of school. Homebound students count as .5
Area of Critical Need 2	Student Voice (Student Voice, Engagement, and Civic Life)
Root Cause 2	Students require a picture assessment. It is utilized for 5 Essentials, choose their clubs, play, LSC representative. Modified transition assessments and transition plans.
Area of Critical Need 3	College and Career (Transitions, College & Career Access, & Persistence)

Root Cause 3	Need for more alignment of curriculum as occupational programs have grown in the district, development of CTE (culinary and possible horticulture). Need for scope and sequence
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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: Attendance Rate Our attendance has been lower then the last 3 year analysis	Students with IEPs		90.70	91.00
	Overall			
SQRP: 1 Year Dropout Rate Empower students to have ownership of their learning experience and develop self-advocacy.	Students with IEPs		20.00	10.00
	Overall			
Vision: Early College & Career Credential Continue to develop and add options/CTE Programs for students with low-incidence disabilities to learn career skills in non traditional options.	Students with IEPs		25.00	35.00
	Overall			
Vision: Freshman On-Track Continue to support our freshman (and Parents) in the adjustment to high school.	Students with IEPs		100.00	100.00
	Overall			
(Blank)				

Required metrics (Highschool) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We give an adapted 5 Essentials student survey with pictures.			95.00	96.00	97.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we create curriculum scope and sequence which aligns our curriculum both horizontally and vertically and brings continuity to instruction in occupational preparation classes as well as the development of new pathways for career opportunities
Then we see...	student improvement in development and retention of career based knowledge and skills
which leads to...	an increased potential opportunities for employment
Budget Description	summer curriculum work group of teachers (5) Extended day for teacher team to receive PD Materials for copies Funds to purchase digital and or manuals for pre-ready curriculum
Tags	CIDL: Curriculum, ECCE: Career and Technical Education, ODLSS: Behavior Support
Action steps	<ul style="list-style-type: none"> (On-Track) Develop a curriculum committee of teachers - which will serve as a working committee to review, select, align and train teachers on the materials chosen and the pacing across years at NLC. Tags:Transitions, College & Career Access, & Persistence, CIDL: Curriculum (On-Track) Develop a timeline with a College & Career specialist to come to NLC and train each team of teachers on Naviance (Specialty Schools). Tags:ECCE: Career and Technical Education, OSCPA: Learn.Plan.Succeed., OSCPA: Postsecondary Pathway Advising & Planning (Not started) Add a new CTE program in Agriculture and connect teacher to CTE staff to become endorsed in CTE Agriculture. Tags:ECCE: Career and Technical Education, OSCPA: Postsecondary Pathway Advising & Planning, Teacher Leader Development & Innovation: Teacher Teams (Not started) Submit an application for a CTE Program in Agriculture Tags:ECCE: Career and Technical Education

Strategy 2

If we do...	Intentional planning for the social-emotional components necessary to support our students' emotional and mental health
Then we see...	increased attendance and respectful interactions in a positive environment
which leads to...	student growth and progress to their greatest potential both in relationships and academics.
Budget Description	Purchase partnership program for SEL Purchase SEL curriculum Attendance incentives Parent meeting food
Tags	Relational Trust, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment
Action steps	<ul style="list-style-type: none"> • (Completed) Plan 2 SEL topics for the opening Professional developments in August focused on social emotional learning Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment • (Not started) Culture and Climate Team will meet monthly to monitor components to become an Established Safe and Supportive School Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment • (On-Track) Teachers will include embedded SEL strategies in lesson plans. Tags: CBE: SEL Integration, OSEL: SEL Instruction, Teacher Leader Development & Innovation: Teacher Teams • (Not started) Apply to be an Established Safe and Supportive School Tags: OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Investigate an outside partnership to support the SEL instruction Tags: CBE: SEL Integration, OSEL: SEL Instruction • (Not started) Wellness and Culture and Climate Team will collaborate to develop positive strategies and incentives for Team celebrations for weekly and month celebrations. Tags: MTSS: Family and Community Engagement, MTSS: Problem Solving Process • (On-Track) Add weekly division celebrations for the purpose of encouraging regular daily attendance to keep students on track with attendance above 90% Tags: FACE2: Parent Engagement, OSCPA: Tier 1, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

	<ul style="list-style-type: none"> (On-Track) Identify ways to encourage and engage parents through parent meetings, positive incentives, and difficult conversations regarding regular student attendance. <p>Tags:FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Family and Community Engagement, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Teacher Teams</p>
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Strategy 3

If we do...	build upon and amplify our current commitment to including student voices through service learning, curriculum, student LSC leadership, staff to student mentor ship, and club selection,
Then we see...	increased student voice, increased building wide civic engagement and understanding, increased staff to student relationships outside of the classroom, increased attendance motivators
which leads to...	a robust and modern civic minded student curriculum, meaningful service learning projects, equity of student voice and choice on LSC, personalized and focused staff to student guidance, and broadened extracurricular opportunities
Budget Description	Community based buses for trips to project learning sites Buses for field trips for clubs to be enrichment earning experiences Extended day for teachers to plan for clubs
Tags	Student Voice, Engagement, and Civic Life, FACE2: Local School Council, SSCE: Informed Action: Project-based learning or Service Learning
Action steps	<ul style="list-style-type: none"> (Not started) Plan to restructure HS clubs to be held more regularly at he end of the school day. Tags:Student Voice, Engagement, and Civic Life (Behind) Continue to modify a format for student club selection and complete by Sept. 30 for implementation. Tags:Student Voice, Engagement, and Civic Life, Equity: Resource Equity (On-Track) Plan and choose dates on the school calendar for clubs Tags:Student Voice, Engagement, and Civic Life (Not started) Hold meetings in teams for students to make choices for service learning projects topics and plans. Tags:Student Voice, Engagement, and Civic Life, Equity: Targeted Universalism

Action Plan

Strategy 1

On-Track Sep 29, 2020

Develop a curriculum committee of teachers - which will serve as a working committee to review, select, align and train teachers on the materials chosen and the pacing across years at NLC.

Jul 27, 2020 to Aug 28, 2020 - AP

On-Track Sep 29, 2020

Develop a timeline with a College & Career specialist to come to NLC and train each team of teachers on Naviance (Specialty Schools).

Sep 01, 2020 to Oct 31, 2020 - AP

Add a new CTE program in Agriculture and connect teacher to CTE staff to become endorsed in CTE Agriculture.

Feb 03, 2020 to Nov 13, 2020 - Teacher ADMIN

Submit an application for a CTE Program in Agriculture

Dec 06, 2020 to Jan 22, 2021 - ADMIN

Strategy 2

Completed Sep 03, 2020

Plan 2 SEL topics for the opening Professional developments in August focused on social emotional learning

Aug 24, 2020 to Aug 27, 2020 - Culture and Climate Team

Culture and Climate Team will meet monthly to monitor components to become an Established Safe and Supportive School

Jun 14, 2020 to Apr 03, 2021 - Culture and Climate Team

On-Track Sep 08, 2020

Teachers will include embedded SEL strategies in lesson plans.

Aug 23, 2020 to Jun 19, 2021 - Teachers

Apply to be an Established Safe and Supportive School

Dec 07, 2020 to Feb 12, 2021 - Culture and Climate Team

Investigate an outside partnership to support the SEL instruction

Mar 16, 2020 to Jun 26, 2020 - ADMIN Culture and climate team

Wellness and Culture and Climate Team will collaborate to develop positive strategies and incentives for Team celebrations for weekly and month celebrations.

Sep 08, 2020 to Jun 18, 2021 - Teams Culture and Climate Team Wellness Team

On-Track Oct 13, 2020

Add weekly division celebrations for the purpose of encouraging regular daily attendance to keep students on track with attendance above 90%

Aug 24, 2020 to Jun 18, 2021 - Teachers Teams Culture and Climate Team

On-Track Sep 29, 2020

Identify ways to encourage and engage parents through parent meetings, positive incentives, and difficult conversations regarding regular student attendance.

Sep 14, 2020 to Jun 18, 2021 - Attendance Clerk Counselor ADMIN LSC PAC

Strategy 3

Plan to restructure HS clubs to be held more regularly at the end of the school day.

May 04, 2020 to Jun 12, 2020 - ADMIN Teachers

Behind Oct 13, 2020

Continue to modify a format for student club selection and complete by Sept. 30 for implementation.

Sep 08, 2020 to Sep 30, 2020 - ADMIN Teachers

On-Track Oct 13, 2020

Plan and choose dates on the school calendar for clubs

Oct 05, 2020 to Jun 25, 2021 - ADMIN Team Leaders

Hold meetings in teams for students to make choices for service learning projects topics and plans.

Sep 14, 2020 to Sep 14, 2020 - Teachers Counselor

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.

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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.

Northside Learning Center (NLC) serves students with low-incidence disabilities. We utilize a teacher created functional assessment, the Hawthorne, and the DLM to assess our students needs. Teacher's develop their ongoing assessments for content areas and occupational assessments aligned to a significantly modified curriculum.

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

NLC teacher and paraprofessionals continue to increase their knowledge and skills in order to best meet the needs of our students and plan instruction to develop their skills as much as possible. Professional development is an ongoing part of this.

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.

NLC utilizes various data points to address the needs of our students. From that we develop differentiated and motivational materials to engage and captivate their interest. Using evidence based practices such as community-based instruction which offers repeated sustained instruction; and strands of aligned skills across the 7 years at NLC assists to strengthen and give appropriate learning opportunities to our students.

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).

NLC students receive an education using the innovative instructional model of community-based instruction. (CBI) CBI is a best practice models for students with low-incidence disability bringing the skills learned at school in the community which is their authentic learning environment and LRE. Because NLC's curriculum includes life skills and occupational preparation, our students leave NLC with confidence in many things such as shopping, use of money, taking care of living space and work skills.

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

NLC does not have a great deal of teacher turn-over. Partnering with universities such as ISU, DePaul, NEIU and Loyola for student teachers allows us to have experience with these individuals and hire the best and brightest among them. Our innovative program is unlike any other school in CPS and is a drawing point for many teachers entering the field and interested in low-incidence disabilities.

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.

NLC continues to offer professional development to our teachers and paraprofessionals that grow their along with the developing needs of our student population. This has recently included the sensory needs of students with autism, mental illness, and restorative practices.

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

Our PAC program has offered parent training on topics identified by parents in their areas of interest. These have included managing social media, applying for Puns benefits, transferring guardianship, estate planning. We have also sponsored trips to adult workshops and therapeutic parks so that parents know what choices are available for their adult child with developmental disabilities.

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.

N/A

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.

Teachers are the decision makes working alongside collaboratively with administration. They are leaders on Teams, the Instructional Leadership Team, The CIWP Team and Committees.

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.

All students a t NLC have yearly IEP meetings and 3 year re-evaluations. IEP goals are monitored weekly and quarterly for progress. (progress monitoring) Behavior data is captured daily and weekly. Problem solving Teams (MTSS) collaborate with the behavioral health team and our clinical staff.

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.

NLC seeks to maintain compliance in all Federal, State and district regulations. As of April 2020 our IEP compliance rate was at 95%.

We have added a CTE program in culinary arts and we are seeking to add an agricultural CTE program for the 2021 school year. Occupational preparation, life skills and functional academics remain the cornerstone of our work.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

NLC parents are involved parents. Engaging them further through the PAC and BAC are important initiatives. We survey the parents so that we know what they are wanting to learn and offer topics from those identified as important to them.

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

Generally, these dates are identified for us and we hold them in compliance to those deadlines. These usually take place in September and October.

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.

NLC surveys its families and sponsor the meetings through PAC. these topics have included applying for Puns, visiting workshops, internet safety as well as managing social media. WE have also had training on talking to your child with developmental disabilities and autism around sexual health.

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.

All student that take the DLM receives a report of their child's progress once received from the State and District.

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.

Should we have a teacher who is not highly qualified a letter will be distributed to the parents.

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.

Teachers at NLC keep an open dialog with parents regarding their child's progress and IEP progress. Parents are considered an important part of the Team at NLC. ADMIN is also available to discuss concerns over behavior or progress of their child.

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.

Our parents are invited to attend training in the areas that they have identified meaningful for them. These have included sexuality, autism sensory needs, AAC devices, PUNS registration, opportunities after graduation at 22, and transfer of guardianship.

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.

NLC parents are equal partners. They are a member of the IEP Team with equal voice. Our Fall and Family Fest brings our parents together as well as alumni. The Transition Fair on parent Teacher conference day in November allows mingling, as well as Assemblies and Special Olympics events. Parents come together as well as connecting through participation with Best Buddies which is sponsored through a chapter from DePaul University. Our PAC meetings and BAC meetings are informational and parent interests/concerns drives the topics.

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.

N/A

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.

Parents receive an email parent newsletter every month. Items are posted on the NLC website as well as letters/flyers disseminated through the students' book-bags. Robocalls can be used for parents that have opted in. Communication is done in English and Spanish.

Policy Implementation Activities

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

<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>

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

<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.)

Northside Learning Center is committed to meeting the academic, vocational, and social emotional needs of every student through a rigorous aligned curriculum in a 7 year program embedded with community based instruction.

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 are important members of the NLC Team. Teachers and ADMIN are available for concerns and problem solving discussions. IEP meetings are held making every effort for parents to attend and parent teacher conferences are welcome.

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

IEP report cards of progress as well as regular progress reports are issued every 5 weeks.

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

Staff has ample periods to be available to parents and should communicate such. Teachers return to calls, answer emails and clerks take calls and ensure messages are delivered to teachers.

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.

As a high school, we encourage our students independence and discourage parents on events like field trips. Parents do volunteer for the Fall Family Fest and Friends of Northside Events through the CPS Volunteer Process. Should parents want to observe their child in the high school classroom, we have them fill out the ODLSS observation form as required by the District.

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

Parents assist their child with any homework that is assigned. Our students ride the bus to school and we rely on parents to assist their child to board the buses safely and on time..

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

Our parents participate in IEP meetings which are the foundation of equity for their child to have access to the general education curriculum. This takes place yearly. They also participate in the report card parent teacher conference days and know they they can request a parent teacher conference at any time to discuss concerns.

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).

Our students love to come to school. They work hard and practice skills in school and in the community. Most of them enjoy school and have excellent attendance. Some with health or mental illness co-morbid with their disability have a difficult time as well as those with autism

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.

Our PAC has included meetings of parent interest as well as travel to adult workshop program and therapeutic parks. Due to COVID, we will finish some of the activities we were not able to do in the 2020 school year.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$139.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$300.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$900.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00

53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
