

# Nancy B Jefferson Alternative HS 2020-2022 plan summary

## Team

Name	Role	Email	Access
Leonard Harris	Principal	lharris5@cps.edu	Has access
Gregory Jackson	Assistant Principal	gjackson2@cps.edu	Has access
Mary Rizzo	Curriculum Coordinator	mmrizzo@cps.edu	Has access
Reem Hamdan	Department Chair/Teacher	rmhamdan@cps.edu	Has access
Paula Leland	Counselor	ppleland@cps.edu	Has access
Mojisola Gray	Department Chair/Teacher	mjgray2@cps.edu	Has access
Cherice Ramey	Diverse Learner Teacher	cmmcgowan@cps.edu	Has access
William Steward	JTDC Employee	william.steward@cookcountyil.gov	Has access
Fischer David	LSC Chairperson	david.fischer11@gmail.com	Has access

## Team Meetings

Date	Participants	Topic
01/15/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Selecting team members and school focus for 2020-2022 cycle
01/21/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Developing school focus and action items for 2020-2022 cycle
02/04/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Working with goals and action items
02/11/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Continued work with action items
02/18/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Begin root cause analysis discussion
03/03/2020	Rizzo, Hamdan, Leland, Gray, Ramey	Continue root cause analysis discussion and review final document

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
03/30/2020	APJackson, Rizzo, Hamdan, Leland, Gray, Ramey	Review document for edits (virtual)
03/31/2020	Principal Harris, AP Jackson, Rizzo, Hamdan, Leland, Gray, Ramey	Review document for edits (virtual)
04/02/2020	AP Jackson, Rizzo, Hamdan, Gray, Ramey	Review document for edits (virtual)
04/13/2020	AP Jackson, Rizzo, Hamdan, Gray, Leland, Ramey	Review document for edits (virtual)
04/28/2020	AP Jackson, Rizzo, Hamdan, Gray, Leland, Ramey	Review document for edits (virtual)
04/29/2020	AP Jackson, Rizzo, Hamdan, Gray, Leland, Ramey	Review document for edits (virtual) and review funding and parent plan
05/04/2020	Dr. Harris, AP Jackson,Rizzo, Hamdan, Gray, Leland, Ramey	Edit Root Cause Analysis and Strategies
05/05/2020	Dr. Harris, AP Jackson, Rizzo, Hamdan, Gray, Leland, Ramey	Discuss Edits and Final Steps for Approval
05/11/2020	Dr. Harris, AP Jackson, Rizzo, Hamdan, Gray, Leland, Ramey	Final Self Assessments and Action Steps Revisions
05/12/2020	Dr. Harris, AP Jackson, Rizzo, Hamdan, Gray, Ramey	Action Steps Revision
09/30/2020	Dr. Harris, AP Jackson, Rizzo, Hamdan, Gray, Ramey, Leland	Progress Monitoring for Q.1 Strategies and Action Steps
11/23/2020	AP Jones, Hamdan, Joyce, Willis	Document Review and Progress Monitoring Check-In
12/07/2020	AP Jones, Hamdan, Willis	Protocol Review and Implementation Calendar

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** School vision and mission are clear and professional developments are centered and built around supporting the collective mission and vision and goals of the school.
- 3 - Structure for Continuous Improvement
  - 2 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
  - 4 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
  - 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)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** ILT, which is composed of department chairs and school leaders, meets weekly. Department course teams meet twice per week. NBJ also has a data team that meets once per week.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards

- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 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
  - **Evidence:** Nancy B. Jefferson's curriculum encompasses a wide variety of texts and teachers are incorporating LGBTQI texts.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 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
  - 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)
  - **Evidence:** Teachers are aligning daily instruction to CCSS and SAT power standards and aligning instruction to assessments such as Academic Approach.
- 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
  - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 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 are working on analyzing quality and alignment in assessments. We are working on more consistently evaluating varying levels of complexity in all content areas.
- 2 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)

- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:** NBJ has recently developed a partnership with city colleges of Chicago and is currently offering two dual credit courses in the areas of foreign language and social sciences. In addition, data analysis is a focus as we help students interpret assessment data on a weekly basis. Also, in accordance to providing equitable and culturally responsive content that meets the social emotional and academic needs of all students, NBJ teachers are committed to providing high quality relevant and rigorous diversity in texts and daily instruction that is applicable to real world situations.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** NBJ staff focuses on promoting positive teacher-student interactions as well as positive student-student interactions. NBJ staff creates classroom opportunities centered around project based learning in order build relational

trust. in with students regarding YDS staff are utilized to help de-escalate any classroom issues that may occur.

- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Teachers are incorporating a deeper variety of diverse and equitable, culturally responsive literature that will meet the academic and social emotional needs of all students.
- 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:**
- 3 - 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)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 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

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** NBJ provides services to parents that speak languages other than English, whenever possible. A translator is provided for IEP meetings, as well parent conferences, when possible. In addition, school administration and counselor reach out to parents to invite them to PAC meetings and student teacher conferences.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Physical and Emotional Safety	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	Instruction
Root Cause 1	Due to our short term student population and multi-level classrooms, we are aligning our core curriculum to the SAT Anchor Standards and we are continuing to measure student growth aligned to benchmark assessments such as the SAT. The programmer and school counselor will examine student transcripts and program students to obtain necessary credits in order to meet graduation requirements. In addition, every four weeks, student failure reports are run and remediation plans are developed for struggling students.
Area of Critical Need 1	Curriculum
Root Cause 2	We are currently using the Academic Approach formative assessment and STAR data to help develop enriching, engaging and rigorous lessons to move students forward and demonstrate growth on STAR reading. Academic Approach is utilized on a daily basis to build literacy skills. In addition, teachers are committed to evaluating all texts used in classes based on the text complexity rubric. This will ensure that every student receives a complex text in each class every day.
Area of Critical Need 3	Leadership Structure
Root Cause 3	We are currently using Academic Approach formative assessment and STAR data to help develop enriching, engaging and rigorous lessons to move students forward and demonstrate growth on STAR math. Academic Approach is being utilized on a daily basis to build math skills. In addition, math teachers are using "Minute Math" to enhance student performance on assessments such as "STAR" and the SAT. Math teachers are also creating lessons that deal with real life scenarios and making math more accessible and relevant to students' everyday lives.

## 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
SQRP: Credit Attainment Rate  Our root cause analysis reveals the need for teacher growth around instruction in multi-level, high mobility classrooms in which many or most students have not yet achieved grade level skills.	African American Male		100.00	100.00
	Latino (Male)		100.00	100.00
SQRP: Percent Making Growth Targets on STAR - Reading  In order to improve levels of achievement on STAR Reading, teachers need to improve their efficacy in spiraling instruction to meet the needs of learners in multi-grade classrooms.	African American Male		60.00	70.00
	Latino (Male)		60.00	70.00
SQRP: Percent Making Growth Targets on STAR - Math  In order to improve levels of achievement on STAR math, teachers need to improve their efficacy in spiraling instruction to meet the needs of learners in multi-grade classrooms.	African American Male		55.00	65.00
	Latino (Male)		43.00	53.00
(Blank)				
(Blank)				

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

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

## 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...	use Academic Approach to create SAT and CCSS aligned formative assessments
Then we see...	data showing specific skill deficits per grade level in each classroom and teachers aligning instructional tasks to those deficits
which leads to...	higher credit attainment across the board.
Budget Description	Academic Approach assessments must remain accessible and complex, relevant texts must be available to every student to insure equity.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Teachers will align texts and tasks to SAT Power Standards and CCSS based on formative assessment data. Tags:#instruction</li> <li>• (On-Track) Teacher teams will meet weekly to assess effectiveness of instructional tasks for authentic student mastery of skills. Tags:Instruction</li> <li>• (On-Track) Teachers will analyze Academic Approach formative assessment data weekly and quarterly and use the data to drive instruction. Tags:Instruction</li> <li>• (Not started) Department Chairs will meet one on one with the Curriculum Coordinator once weekly for coaching to use Academic Approach Reports to analyze and use assessment data to inform instruction and increase rigor: Identify skills we need to target and access the Academic Approach Database to address those skills in daily instruction. Tags:Instruction</li> <li>• (Not started) Then, teachers will revise the upcoming week?s instruction based on the previous week?s data result. Tags:Instruction</li> <li>• (Not started) Tags:</li> <li>• (Not started)</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started)</li> </ul> <p>Tags:</p>
--	--

**Strategy 2**

If we do...	use Academic Approach to create SAT and CCSS aligned formative assessments
Then we see...	data showing specific literacy and numeracy instruction needs per grade level in each classroom and teachers aligning instructional texts and tasks to those needs.
which leads to...	higher levels of critical thinking, credit attainment and student achievement.
Budget Description	Academic Approach assessments must continue to be made available as well as SAT prep class for long term students.
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Teachers will vertically align and spiral in the 9th, 10th and 11th grade CCSS standards in instructional tasks. Tags:Curriculum</li> <li>• (On-Track) Teachers will align texts and tasks to SAT and CCSS aligned formative assessments on Academic Approach. Tags:Curriculum</li> <li>• (Not started) Department teams will use the The National Teacher Project Assignment Review Protocols to analyze the quality and rigor of bi-weekly lesson plans by content area. Tags:Curriculum</li> <li>• (Not started) Bi-weekly, the instructional leadership team will examine student work using the School Reform Initiative ATLAS Protocol and provide feedback to departments. Tags:Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Administration will review the The National Teacher Project Assignment Review Protocol submitted by department chairs along with the biweekly lesson plans and provide feedback.</li> </ul> <p>Tags:Curriculum</p>
--	---

**Strategy 3**

If we do...	establish weekly meetings with department chairs and administration
Then we see...	increase in teacher leader capacity
which leads to...	a higher quality, more consistent level of instruction.
Budget Description	Access to professional development as well as complex and diverse texts and tasks that are relevant to the needs of a diverse student population.
Tags	Leadership for Continuous Improvement
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Department Chairs will meet one-on-one with the Curriculum Coordinator once weekly for coaching to use Academic Approach Reports to analyze and use assessment data to inform instruction and increase rigor: Identify skills we need to target and access the Academic Approach Database to address those skills in daily instruction.</li> </ul> <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(On-Track) One on one meetings between Dr. Harris and Department Chairs weekly around leadership.</li> </ul> <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> <li>(On-Track) One Tuesday per month, a school wide meeting will be held in the media center with the focus on leadership that will be facilitated by a school leader.</li> </ul> <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> <li>(Not started) Once quarterly, all members of the ILT will take on a school wide leadership role such as leading the data team.</li> </ul> <p>Tags:Leadership for Continuous Improvement</p>

**Action Plan**

**Strategy 1**

On-Track Nov 20, 2020

Teachers will align texts and tasks to SAT Power Standards and CCSS based on formative assessment data.

Jun 29, 2020 to Aug 22, 2022 - All teacher teams in all departments.

On-Track Nov 20, 2020

Teacher teams will meet weekly to assess effectiveness of instructional tasks for authentic student mastery of skills.

Jun 29, 2020 to Aug 22, 2022 - Teacher teams in all departments.

On-Track Nov 20, 2020

Teachers will analyze Academic Approach formative assessment data weekly and quarterly and use the data to drive instruction.

Jun 29, 2020 to Aug 22, 2022 - Teacher teams in all departments.

Not started Nov 20, 2020

Department Chairs will meet one on one with the Curriculum Coordinator once weekly for coaching to use Academic Approach Reports to analyze and use assessment data to inform instruction and increase rigor: Identify skills we need to target and access the Academic Approach Database to address those skills in daily instruction.

Jun 29, 2020 to Aug 29, 2022 - Curriculum Coordinator and all department chairs in all departments.

Not started Nov 20, 2020

Then, teachers will revise the upcoming week's instruction based on the previous week's data result.

Jun 29, 2020 to Aug 22, 2022 - All teacher teams in all departments.

Jun 29, 2020 to Aug 22, 2022 -

Jun 29, 2020 to Aug 22, 2022 -

Jun 29, 2020 to Aug 22, 2022 -

Jun 29, 2020 to Aug 22, 2022 -

## **Strategy 2**

Not started Nov 20, 2020

Teachers will vertically align and spiral in the 9th, 10th and 11th grade CCSS standards in instructional tasks.

Jun 29, 2020 to Aug 29, 2022 - Teachers teams in all departments

On-Track Nov 20, 2020

Teachers will align texts and tasks to SAT and CCSS aligned formative assessments on Academic Approach.

Jun 29, 2020 to Aug 29, 2022 - Teacher teams in all departments.

Not started Nov 20, 2020

Department teams will use the The National Teacher Project Assignment Review Protocols to analyze the quality and rigor of bi-weekly lesson plans by content area.

Jun 29, 2020 to Aug 29, 2022 - Teacher teams in all departments.

Not started Nov 20, 2020

Bi-weekly, the instructional leadership team will examine student work using the School Reform Initiative ATLAS Protocol and provide feedback to departments.

Jun 29, 2020 to Aug 29, 2022 - Instructional Leadership Team members.

Not started Nov 20, 2020

Administration will review the The National Teacher Project Assignment Review Protocol submitted by department chairs along with the biweekly lesson plans and provide feedback.

Sep 08, 2020 to Aug 29, 2022 - Nancy B. Jefferson Administration.

### **Strategy 3**

On-Track Nov 20, 2020

Department Chairs will meet one-on-one with the Curriculum Coordinator once weekly for coaching to use Academic Approach Reports to analyze and use assessment data to inform instruction and increase rigor: Identify skills we need to target and access the Academic Approach Database to address those skills in daily instruction.

Jun 29, 2020 to Aug 29, 2022 - Curriculum Coordinator and Department Chairs.

On-Track Nov 20, 2020

One on one meetings between Dr. Harris and Department Chairs weekly around leadership.

Aug 24, 2020 to Aug 29, 2022 - Nancy B. Administration and Department Chairs.

On-Track Nov 20, 2020

One Tuesday per month, a school wide meeting will be held in the media center with the focus on leadership that will be facilitated by a school leader.

Aug 17, 2020 to Aug 22, 2022 - All Nancy B. Jefferson teachers in all departments.

Not started Nov 20, 2020

Once quarterly, all members of the ILT will take on a school wide leadership role such as leading the data team.

Aug 25, 2020 to Jun 20, 2022 - Department Chairs.

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

On a quarterly basis, all student STAR assessment data will be reviewed to inform school-wide instructional decisions.

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

Via the implementation of weekly Academic Approach formative assessments in core content classes, students will demonstrate a 10% growth in their verbal and math STAR assessment data.

**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.**

By the end of quarter one, 90% of weekly formative assessments in all core classes will be created using the Academic Approach Assessment Database/website and aligned to SAT Power Standards.

**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).**

NBJ adheres to CPS' MTSS to address students' academic and social-emotional needs.

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

As school vacancies occur, we actively recruit highly qualified teachers from other school districts, within CPS, and recent graduates from colleges and universities.

**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.**

An annual professional development calendar will be developed in alignment with the CPS professional development instructional plan. In addition, teachers and staff members will be approved to attend external professional development opportunities to improve their subject content knowledge and pedagogy to meet students' academic and social-emotional needs.

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

Parents will be invited to attend various after school performances which include but not limited, to production plays put on by residents, concerts, and poetry slams.

**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.**

NA

**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.**

In accordance with the Chicago Teachers Union, teachers vote annually on the number and type of assessments that will be administered to students.

**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.**

Students at risk of failing are identified during the 3rd week of every 5th-week cycle and provided with assistance to make-up missing work or to redo assignments. The 5th-week examination is administered during the 4th week of the 5th-week cycle to provide students with the opportunity to improve their exam grade. Then during the 5th-week students are provided with the opportunity to make-up any missing work.

**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.**

NBJ adheres to CPS CTE, Healthy Eats, and Physical Education program parameters.

## 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.**

The school will ensure parent involvement through semester meetings, mailings, and questionnaires soliciting their input, involvement, and consultation in the areas of education and parental involvement.

**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**

The school will provide meetings during report card pick-up and the regular school day. Announcements will be made through flyers, mailings, phone communications, emails via CPS Parent Portal. We will hold the annual meeting in September.

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

Parents will make appointments to meet with teachers in accordance with JTDC protocols. .

**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.**

Reports on student progress will be provided to parents on the fifth week of each quarter. Report cards are provided every 10 weeks.

**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.**

Notices will be mailed to parents within the allocated timeframe.

**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.**

The school will provide two meetings per year to address these concerns i.e. 1st and 2nd semester during report card pick up. Parents will be notified via flyers and phone calls.

**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.**

Due to NBJ being located in the JTDC, a designated parent room will not be available. However, when applicable a conference room will be made available to hold parent information meetings.

**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 invite parents to the annual State of School Address. During this meeting parents and teachers will collaborate with regards to programs and issues important to the parents.

**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.**

The school will make parents aware of various programs through phone calls and flyers.

**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.**

The school will make parents aware of various programs through phone calls and flyers.

### 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)**

NA

### School-Parent Compact (Complete)

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

The school will create a reading /learning environment through which all students including those with special needs, become educated and enriched participants in the community, nation, and the world at large. ndioned ahcool

**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.**

Parent-teacher conferences will be held to conduct special educational meetings. In addition, parent-teacher conferences will be conducted during CPS designated report card pick-up dates.

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

Reports on students' progress reports will be provided to parents on the fifth week of each quarter. Report cards are mailed home every 10 weeks.

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

In accordance with the Cook County Juvenile Detention Center regulations, parents will be able to meet with 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.**

In accordance with the Cook County Juvenile Detention Center regulations, parents are not allowed to volunteer at the school.

**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 child's learning through report card pick-up conferences and via phone communication with the school's counselor.

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

Parents are provided opportunities to participate during Parent Advisory Council meetings and during Appointed Local School Council meetings.

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

Student surveys will be conducted throughout the school year to engage students with regards to school-wide instructional initiatives.

## **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.**

The Parent Advisory Committee will meet to review school-wide student academic achievement and attendance goals. In addition, to appropriating the PAC allocated budget.

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

**Account(s)****Description****Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$866.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00