Henry H Nash Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Marcie Byrd	Principal	MAByrd@cps.edu	Has access
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Kimberly Miller	Assitant Principal	KAMiller@cps.edu	Has access
Arnell Thompson	Teacher	athompson6@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/24/2020		
01/31/2020		
02/07/2020		

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

- 2 - Leadership for Continuous Improvement
    - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 2 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)
    - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 2 Enable staff to focus and prioritize what matters most
    - 2 Employ the skills to effectively manage change
    - 2 Make ?safe practice? an integral part of professional learning
    - 2 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: ....
- 2 - Structure for Continuous Improvement
    - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 2 Design professional learning (PL) to achieve school-wide improvement goals
    - 2 Design and implement school day schedules that are responsive to student needs
    - 3 Align the budget to the CIWP priorities and the mission of the school
    - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 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)
    - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 1 - Curriculum
    - 1 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 1 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 1 Curriculum connects to real world, authentic application of learning
  - o 1 Curriculum is aligned to expectations of the standards
  - o 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 1 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 1 - Instruction
  - o 1 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 1 Engage students in learning and foster student ownership
  - o 1 Use questioning and discussion as techniques to deepen student understanding
  - o 1 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 1 Provide students frequent, informative feedback
  - o 1 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 1 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 1 - Balanced Assessment and Grading
  - o 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 1 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 1 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 1 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 1 Improve and promote assessment literacy
  - o 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 1 - MTSS

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

- o 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)
- o 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)
- o 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)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 1 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 1 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 1 - Relational Trust
  - o 1 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 1 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 1 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)

- o 2 Exercise student voice (REQUIRED: OSEL)
- o 1 Authentically interact with community and civic leaders
- o 1 Engage with their community
- o 1 Take informed action where they work together to propose and advocate for solutions
- o 1 Experience a schoolwide civics culture
- o **Evidence**: The school is working to build more student voice in activities
- 1 - Physical and Emotional Safety
  - o 1 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 1 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 1 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 1 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 1 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 1 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 1 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 1 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 1 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 1 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	Instruction
Root Cause 1	Support needed in Content, planning and small group instruction
Area of Critical Need 2	MTSS
Root Cause 2	Focus on SEL and Instruction tiers and the implementation of the supports for students

Area of Critical Need 3	Balanced Assessment and Grading
Root Cause 3	Increased focus on Assessment, and the uses of assessment summative and formative, Discussion around school wide grading standards and categories

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate	Overall		93.40	94.50
Nash historically has been at 95% and above for attendance, we are currently trending between 89 and 90%, we have put a lot of emphasis on bringing the data back to the 95%				
Vision: NWEA Growth G3-8 (Math)	Overall		25.93	30.52
Our NWEA data for Math, it has been trending down over the past 3 three years so there must an emphasis around growth, so that is why we need to focus on growth.				
Vision: NWEA Growth G3-8 (Reading)	Overall		35.27	40.50
Our NWEA Vision grow this also under the national norm, it is important that we put the right structures in place to make sure that students are growing in Reading,				
	Overall		15.00	20.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) (Blank)				
SQRP: National School Growth Percentile - Reading (Grades 3-8) (Blank)	Overall		15.00	20.00

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey In the 2018-2019 School year, Nash was identified as being organized, while we are currently implementing new structures in the school I would hope that the school continues to maintain its organized status.			1.00	15.00	30.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Provide teachers with ongoing professional development on MTSS, in both SEL and Instruction using research-based strategies, criteria for MTSS tiering and norming on expectations around the grouping of students and data protocols, data collection and analysis

Then we see...	all stakeholders (i.e, teachers, MTSS Leads)using universal screeners, formative and summative assessments, (teacher and curriculum created assessments) to determine appropriate interventions, the grouping of students, goalsetting, frequency of interventions, as well as utilizing a universal data collection system
which leads to...	increased responsiveness to student learning needs and social and emotional needs, through research-based interventions, reducing special education referrals, correct intervention strategies, and group placement, thus positively impacting student achievement and social-emotional well being leading to a 20% increase on overall 3-8th Reading and Mathematics Growth in Reading and Mathematics.
Budget Description	
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions
Action steps	(Not started) Ongoing professional development on School-Wide MTSS problem-solving protocol, progress monitoring procedure, and research-based intervention in mathematics and reading and Social-emotional programming to support students. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process (Not started) Purchase program to assist teachers with Progress Monitoring, (exam AMES WEB) Tags:MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions (Not started) Adopt and Implement an SEL Curriculum school-wide, monitor the implementation through monthly character focus Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment (Not started) Every 5 weeks, data meetings will be had with every teacher to review academic progress, as it relates to student's MTSS goals in determining the next steps, (increased frequency of intervention, additional supports, referral for special education services. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring (Not started) Continue to send Teachers to District Literacy, Mathematics, Science, and Social Studies/Civics training. Tags:Curriculum

	(Not started) Improve teacher implementation of formative assessment and the resulting data, to create targeted small group instruction/strategy groups. With an emphasis on assessment. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Review grading categories and weights by Grade and Content Area, create an assessment philosophy with staff to create an understanding of the connection between assessment and instructional practices. Tags:Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Implement Words their Way Spelling program with Fidelity in grades K-4. Assess each student quarterly. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Select the school-wide vocabulary model (ie, Frayer) and implement a vocabulary model in grades K-8 in all content areas Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Implement SSR or DEAR bi-weekly school-wide to improve the culture for reading. Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts (Not started) Creation of Family Literacy Night and Family Math/Science Night, that includes a parent education component in the event schedule. Tags:FACE2: Parent Engagement (Not started) Professional development opportunities to support Mathematics differentiation. Tags:Math: Rigorous Tasks, Math: Formative Assessment (Not started) Improve progress monitoring fidelity to 90% in Grades K-2. Improve analysis and use of Dibels/TRC data to drive instruction. Grade Level Meetings will review data and learn to use the data to plan strategy groups. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: PreK-3 Assessment

Strategy 2

If we do...	implement core instructional programs aligned to Common Core and NGSS Standards that provides a framework and scope and sequence for instruction in all content areas

	(Reading, Writing, Mathematics and Science and Social Studies as well as supporting teachers with building content- knowledge--along with providing professional development for teachers to support with the implementation of core instructional programs, and ongoing coaching support
Then we see...	teachers implementing core instructional programs on a proficient level, using interim assessments to determine mastery of grade-level standards to inform reteach plans (i.e., remediation or extension of standards/concepts), as well as vertical alignment in core content areas K-8
which leads to...	increased teacher responsiveness to student misconceptions, as it relates to grade-level content which will result in a 25% increase on grade level attainment measured through MAP NWEA Reading & Math.
Budget Description	
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Fidelity of Implementation, Science: Curriculum, Math: Curriculum
Action steps	• (Not started) Implement Chicago Public School Curriculum in grades K-8 and provided continual professional development to support staff in implementation. Tags:Curriculum, CIDL: Curriculum, CIDL: Skyline Assessments • (Not started) Purchase non-fiction and fiction novels to Literacy instruction in grades 1-8 to increase students, Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts • (Not started) Purchase and Implement Amplify Science in grades 3-8 with professional development to continue to enhance NASH Science Programming, and to Tags:Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks • (Not started) Participation in the P-2 Literacy District Cohort with continued Professional Development on Balanced Literacy Supports. Tags:OECE: P-2 Balanced Literacy • (Not started) Professional Development to support intensive small group instruction for teachers and summative and formative assessment. Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth • (Not started) Purchase and implement Fountas Pinell Reading program for grades K-2, also provide professional development on the program

	Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OECE: P-2 Balanced Literacy
	• (Not started) Purchase additional fiction and non-fiction classroom libraries for Grades 3-8th Grade, to build our opportunities for more choice during independent reading and to address the varying reading levels in grades in grades 3-8
	Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources
	• (Not started) Continued usage of Lexia and IXL to support Mathematics and Literacy Support, build protocols to monitor usage and effectiveness.
	Tags:OSEL: Tier 2 and 3 Interventions
	• (Not started) Nash Faculty and Staff will participate in CO-Planning Professional development, that will address, planning, assessment and what co-models will look like at NASH Elementary School.
	Tags:ODLSS: Instructional Quality, ODLSS: Procedures and Standards

Strategy 3

If we do...	adopt a set of school-wide behavior expectations and restorative practices and common strategies to address disciplinary concerns, as well as an SEL curriculum that emphasizes self-regulation, coping strategies with ongoing professional development around trauma-informed practices, along with creating a school-wide mentorship program to address tier 2 & tier 3 students
Then we see...	students utilizing strategies taught explicitly through SEL curriculum, consistent school-wide expectations, and common language amongst teachers and students, as well as students, feeling safe and affirmed by adults in the building, as well positive interactions amongst students and staff
which leads to...	reduction in behavior infractions by 50%
Budget Description	
Tags	MTSS: Progress Monitoring, ODLSS: Behavior Support
Action steps	• (Not started) Revisiting the CHAMPS Protocols and Professional Development and setting up the expectations. Tags:Supportive and Equitable Approaches to Discipline

	• (Not started) Professional Development on Trauma-Informed School for all stakeholders, implement the programming to supports a Trauma-informed school. Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Creation on a mentorship program for all students, providing a check-in check out, support as a means of tracking behavioral data to inform interventions and supports as necessary. Tags:OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Action Plan

Strategy 1

Ongoing professional development on School-Wide MTSS problem-solving protocol, progress monitoring procedure, and research-based intervention in mathematics and reading and Social-emotional programming to support students.

Jul 01, 2020 to Jun 30, 2022 - Assistant Principal MTSS Team Principal

Purchase program to assist teachers with Progress Monitoring, (exam AMES WEB)

Jul 01, 2020 to Aug 31, 2020 - Principal Counselor

Adopt and Implement an SEL Curriculum school-wide, monitor the implementation through monthly character focus

May 04, 2020 to Jul 01, 2020 - Counselor Assistant Principal

Every 5 weeks, data meetings will be had with every teacher to review academic progress, as it relates to student's MTSS goals in determining the next steps, (increased frequency of intervention, additional supports, referral for special education services.

Sep 25, 2020 to Jun 30, 2022 - Principal Assistant Principal

Continue to send Teachers to District Literacy, Mathematics, Science, and Social Studies/Civics training.

Jul 01, 2020 to Jun 30, 2022 - Principal Assistant Principal

Improve teacher implementation of formative assessment and the resulting data, to create targeted small group instruction/strategy groups. With an emphasis on assessment.

Jul 01, 2020 to Jun 30, 2022 - ILT GLT Administrative Teams

Review grading categories and weights by Grade and Content Area, create an assessment philosophy with staff to create an understanding of the connection between assessment and instructional practices.

Jul 01, 2020 to Aug 31, 2020 - ILT and Administrative Staff Faculty and Staff

Implement Words their Way Spelling program with Fidelity in grades K-4. Assess each student quarterly.

Jul 01, 2020 to Jun 30, 2021 - Grades K-4 Principal

Select the school-wide vocabulary model (ie, Frayer) and implement a vocabulary model in grades K-8 in all content areas

Jul 01, 2020 to Aug 31, 2020 - Principal ILT

Implement SSR or DEAR bi-weekly school-wide to improve the culture for reading.

Jul 01, 2020 to Dec 18, 2020 - ILT Culture and Climate Team Principal

Creation of Family Literacy Night and Family Math/Science Night, that includes a parent education component in the event schedule.

Jul 01, 2020 to Jun 30, 2021 - Principal ILT PAC

Professional development opportunities to support Mathematics differentiation.

Jul 01, 2020 to Jun 30, 2021 - Principal Network Support District Support

Improve progress monitoring fidelity to 90% in Grades K-2. Improve analysis and use of Dibels/TRC data to drive instruction. Grade Level Meetings will review data and learn to use the data to plan strategy groups.

Jun 30, 2020 to Jun 30, 2021 - Principal K-2 NetWork Support

Strategy 2

Implement Chicago Public School Curriculum in grades K-8 and provided continual professional development to support staff in implementation.

Aug 17, 2020 to Jun 30, 2022 - Principal ILT Assitant Principal

Purchase non-fiction and fiction novels to Literacy instruction in grades 1-8 to increase students,

Jul 01, 2020 to Aug 31, 2020 - Principal Literacy Team

Purchase and Implement Amplify Science in grades 3-8 with professional development to continue to enhance NASH Science Programming, and to

Jul 01, 2020 to Aug 31, 2020 - Principal K-8 Science Teachers

Participation in the P-2 Literacy District Cohort with continued Professional Development on Balanced Literacy Supports.

Jul 01, 2020 to Jun 30, 2022 - Principal K-2 Teachers

Professional Development to support intensive small group instruction for teachers and summative and formative assessment.

Jul 01, 2020 to Jun 30, 2022 - Principal K-8 Teachers

Purchase and implement Fountas Pinell Reading program for grades K-2, also provide professional development on the program

Jul 01, 2020 to Jun 30, 2022 - Principal K-2 Teachers

Purchase additional fiction and non-fiction classroom libraries for Grades 3-8th Grade, to build our opportunities for more choice during independent reading and to address the varying reading levels in grades in grades 3-8

Jul 01, 2020 to Aug 31, 2020 - Principal ILT Literacy team

Continued usage of Lexia and IXL to support Mathematics and Literacy Support, build protocols to monitor usage and effectiveness.

Jul 01, 2020 to Jun 30, 2021 - Principal Stem and Literacy Team

Nash Faculty and Staff will participate in CO-Planning Professional development, that will address, planning, assessment and what co-models will look like at NASH Elementary School.

Jul 01, 2020 to Dec 18, 2020 - Principal Network Support ODLSS

Strategy 3

Revisiting the CHAMPS Protocols and Professional Development and setting up the expectations.

Jul 01, 2020 to Aug 28, 2020 - Principal ILT K-8 Staff Assistant principal

Professional Development on Trauma-Informed School for all stakeholders, implement the programming to supports a Trauma-informed school.

Jul 01, 2020 to Jun 30, 2022 - Counselor Adminstrative Team PAC

Creation on a mentorship program for all students, providing a check-in check out, support as a means of tracking behavioral data to inform interventions and supports as necessary.

Aug 17, 2020 to Apr 29, 2022 - Counselor Adminstrative Team NASH school Staff

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.

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The PAC, NCLB, and the LSC will continue to hold monthly meetings. The ESSA, Title 1 Annual informational meeting will be held during the month of September 2020. The ESSA, Title 1 PAC Organizational Annual Meeting will be held during the month of September 2020. All parents will be invited to the meeting, therefore, parents will be able to give their input on the parental involvement at Nash School. Every parent will receive a Nash Calendar and Student Handbook that contains the dates and times for all meetings and events.

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

During the month of September 2020, the school will host Open House for all families. Members of the LSC will be introduced and a schedule for monthly meetings will be shared. During the meeting, the Title1 program and the requirements and parent involvement will be presented. Parents will have the opportunity to sign up for other committees. A calendar in English and Spanish showing the time and dates for PAC meetings and other meetings hosted by Nash will be shared with all attendees. Notifications for all meetings will be posted throughout the school, on the school's website, posters on the outside doors and flyers sent home via student's backpack. Parents and stakeholders will have on-line access to the CIWP.

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.

All parents are invited to monthly meetings; LSC, PAC, and Title 1 Organizational meetings. Parents are also included in the development of the CIWP. A suggestion box for parental/community input will be located on the countertop at the security desk along with handouts and other informational pamphlets. A parent room is available for parents as needed. Upcoming events, notifications for meetings, and dates around student assessments and grades will be posted in the parent room. Parents can also schedule an appointment with an administrator or any member of a committee.

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.

Parents will receive a copy of their child's performance on the State Assessment at the first Parent-teacher conference in November 2020. If for some reason a parent is unable to attend the parent could schedule an appointment to pick up the report. Teachers will also contact the parent to make arrangements to pick up the report if they were missed at the conference.

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.

The school will provide notification to parents of students that have been assigned to or are being taught by a teacher who is not "highly qualified," as defined in the Title 1 Final Regulations via US Mail. Parents will also have an opportunity to meet with the teacher and an administrator if needed.

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.

Nash will assist parents by providing workshops/training to improve their understanding of state standards; local assessments, alternate assessments; the requirements of Title 1, Part A,; how to monitor their child's progress; and how to effectively communicate with educators. The first workshop on how to use Parent Portal will be held in September 2020. This workshop will show parents how to use the Parent Portal to monitor their child's progress and communicate with the teacher. Additional workshops with a focus on assessments and Title 1 requirements will be held during the school year.

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.

Nash school will provide parents opportunities to participate in parent workshops. A literacy training workshop and a workshop on the parent portal will be offered to parents in the fall. Parents are encouraged to assist with class activities, student projects, bulletin boards, and field trips.

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.

Professional development for the staff will focus on maintaining positive relationships with students and their families. Parent workshops specific to issues involving the social or emotional needs of children at home and at school; social-media and students, and providing supports for students at home and school to build a well-rounded student. A member from the parent committee will meet monthly with member of ILT. Workshops will be posted on the school website, monthly calendar, and flyers will be sent home via student.

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.

Nash will invite Pre-K parents to participate and/or participate in after school activities such as; Literacy and Mathematics Family Nights in November, February, May. Nash will also provide opportunities for parents to volunteer and participate in the classroom. Parents are encouraged to assist during lunch/recess, and field trips. All are welcomed to join the PTA.

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.

Nash will advertise in English and Spanish all events, meetings, and training via, flyers, school-wide announcements, posters, school websites, school calendars, newsletters and robocalls to all families. Communication of all events will be included in the Title 1 Organizational Meeting and the Title 1 Parent Advisory Council Meeting.

Policy Implementation Activities

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

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

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

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

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

All boxes are checked.

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.)

Mission: Henry H. Nash Elementary School envisions all students, including students with diverse learning needs, reaching their fullest potential through a nurturing school climate that promotes individuality, respect, responsibility, and continuous learning for all students, staff, and community members. By promoting this type of environment that welcomes the diversity of all students..."Oh, The Places We Will Go!" All stakeholders are committed to providing a positive, respectful culture for the students of Nash.

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.

Nash School will hold the following parent-teacher conferences on the scheduled dates selected by CPS: Parent-teacher conferences on student progress - November 2020 Parent-teacher conferences on student progress April 2021. Additional parent-teacher conferences will be scheduled through-out the year at the request of an administrator, the teacher, or the parent.

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

Nash School will provide parents with progress reports every 5th week of the quarter and a Report Card every ten weeks of the quarter. There are a total of four quarters in a school year. The parent portal is available at all times and teachers are asked to update their electronic grade book weekly. Teachers will also contact parents, as soon as possible, whenever they see a marked decline in student behavior or achievement.

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

Nash School will provide parents access to staff during the two scheduled Parent-Teacher Conference, Open House, and by making an appointment before or after school. Parents may also call the school and leave a message for the teacher for an appointment.

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.

Nash School will provide parents opportunities to volunteer and participate in their children's classes. Parents are encouraged to assist with class activities including mentoring, assisting with student projects, participating in field trips, and helping to set up classroom displays. Appointments with the teacher to set up volunteer activities are encouraged as well as with the PTA.

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

Nash School will provide training sessions for parents to learn how to use the parent portal on ASPEN so keep informed about their child's study habits, assignments, etc. Parents will be encouraged to attend Open House in September where they will meet their child's teacher and learn the teacher's expectations for the school year.

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

Nash School parents will participate in decisions relating to the education of their children through engagement of the PTA, NCLB meetings, and PAC meetings. Parents are also encouraged to participate in school surveys and comment drop boxes located in the main and primary offices. The annual Title I Parent Advisory Council Meeting (PAC) will be held in September 2020; and the Title I Organizational Meeting will be held in September 2020.

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).

Nash School students will share the responsibility for improved student academic achievement. This will be accomplished by coming to school prepared with
supplies and assignments completed, displaying a positive and engaging attitude and maintaining good student attendance.

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.

Involving parents to a greater degree bods well for Nash School. We aim to make sure to increase our parent's understanding of how important it is to be partners with us by, increasing the number of workshops, seminars, and parent/community events. Focusing on the School to Home connection will be our priority. We want to offer more in-services for parents on weekends and intend to restart our GED classes for parents. Using all funds, to direct student/parent/community focus will be our outcome to continue our achievement and increase our metrics by 10% in all MSMV survey metrics.

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

Account(s)

Description

Allocation

Account	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$500.00
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.	$300.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$100.00
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)	$200.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$100.00
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.	$300.00
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 by used only by parents.	$200.00