

William P Nixon Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/14/2020	Megan Clendening, Diana Gomez, Elizabeth Perez	CIWP Team and SEF analysis plan
01/15/2020	ILT	SEF Analysis
01/24/2020	Parents and Community	SEF Analysis
01/27/2020	School Climate Team	SEF Analysis
01/28/2020	BHT	SEF Analysis

Date	Participants	Topic
01/23/2020	Content Area Teams	SEF Analysis
02/12/2020	ILT	Root Cause Analysis
02/18/2020	Parents and Community	Root Cause Analysis
02/26/2020	Parents and Community	Root Cause to Hypotheses
03/11/2020	ILT	Root Cause Analysis
03/20/2020	ILT	Anticipated Strategies
05/13/2020	ILT	Strategies and CIWP Roll Out

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

- 4 - Leadership for Continuous Improvement
 - 4 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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** PD Plan
https://docs.google.com/document/d/1Kz_gqMY9JgzTJWODZh9uzpcBTzCkwn36hov6vCbbrQ/edit, CIWP Instructional Priorities
https://docs.google.com/document/d/1bzRMqCnB_0gzApwePisZVtWkfyID53vP-

liwbi1qX7k/edit, Quarterly Goal monitoring, Weekly Memo
<https://docs.google.com/document/d/1dO1-EaFPFZ7-4QbJHL-aalLuJV5918jfc72sPcCeQlw/edit>

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** ILT Agendas (5+,2-) . -Learning Cycles, Alternative schedules, student work protocol, Summative Assessments, Student work analysis, Dual Language plan, Student Council, PAC planning family night (Literacy), Parent Coffee Chat Bilingual/ESL Endorsements -North Community College -New Teacher Mentors Program -Weekly Memo: PD section . ILT-Build Leadership Capacity within GLM . Communication of ESL/Bilingual Endorsement Opportunities Community Mosaic Project . SEL Theme Calendar

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 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)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teachers are incorporating showcases into their unit planning. During the 18/19 school year, all grades did at least one showcase and some did up to 1 per quarter. Throughout the 19/20 school year, all classes will have delivered at least 2 showcases to audiences outside of Nixon. We have also added student choice and voice into our assessments and throughout the curriculum. Students have choice in areas of research and mode of communicating their knowledge. Our principal directed meeting cycle includes vertical meetings 3 times in a 5 week cycle. During these meetings, we analyze each other's unit plans, assessments and lesson plans in order to create more aligned units vertically. We need to work on our curricular resources in regards to the Social Emotional Learning Standards. We have Second Step available, but it is not used with 100%

fidelity. We need to work on incorporating that throughout our content areas. Our students are deeply engaged in the love of reading and research through our UbD unit plans. Our research topics reflect mirrors and windows as well as the novel studies that are in place. We also have a wide variety of authentic Spanish text that is used with all of our units.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 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
 - 4 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
 - 4 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:** The culture at Nixon is one with high expectations for students and is demonstrated through teacher shout outs for students, literacy and math nights and showcases of their work. These showcases are presented to other grades and this year all classes are showcasing their work to outside audiences. Teachers engage in student work analysis protocols as a grade level and then content team once each per quarter. This allows for stronger feedback from each other in different expertise. With the summative assessments designed in a manner where students understand their end learning goal and how that will be showcased, the students are able to persevere while making choices in how they are learning and showing their own expertise. By utilizing data from peer observations, ILT walkthroughs, and REACH evaluations we have been able to identify a the pockets of teachers that need to have coaching structures in place and those structures are put in place by the admin team. This is also our second year of GUST training, so we are implementing inclusion for all students, whether or not they have an IEP. These strategies are strengthening our teachers' understanding of how all students learn differently. Evidence of this learning can be found in our grade level, content, and ILT agendas as well as our yearly PD plans. Our areas of improvement here are increasing our questioning techniques to challenge all students and continuing to build student ownership.
- 2 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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
 - 3 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
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Common summative and mid-cycle assessments, MTSS systems and structures, Peer observations. Flex PD, Grade and content agendas This was one of our CIWP categories for 18-20. We have made great gains in the areas that we sought to improve with our work on common summative assessments, unit planning and accessibility. We need to continue the work to build more teacher capacity around assessment literacy and a clear, accurate, and consistent grading system.
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 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)
 - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 4 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)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Nixon MTSS Handbook, MTSS agenda, GLM agendas, Area of weakness is incorporating SEL into core content in all areas.
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** CIS, 6th Grade Parent Informational Session, Counselor check-ins with new students and students who have been retained, BHT agenda, OST Journalism and Healthy Cooking classes for High school and college readiness, Seal of Biliteracy, Former Nixon students getting their credit hours here,

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Second Step, Outside services (Olga), Monthly Second Step Theme, SEL team Agendas, Classroom Managements, Class Dojo, Grade level celebrations based on Class Morning meetings, Unit plans, summative assessments, Literacy Night, S.S standards integrated. Student Council
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 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:** Student Council, Integrated units of study with big ideas and essential questions related to current events or how history affects our current decision making, some grade levels do a voting poll.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Behavior Intervention request form:
<https://docs.google.com/forms/d/1LCIpfCJ7K4MBVvoQVUtomwYjQZIYSD6PByfb3-7fu0w/edit> Behavior incident report with follow up and monitoring system:
https://docs.google.com/a/cps.edu/forms/d/1WW6l8GfQaRfR99PLZQbKZaTFmLMzmSS7hVufWnWKovY/edit?usp=drive_web Expectations posted in the hallways and classrooms.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** SEL skills calendar in place:
<https://docs.google.com/document/d/1teL6qDI9GmC8E7fcfSzl5911fwlMCisg9qzYv3tTR1U/edit> Behavior incident log, behavior health log, trainings, some are RP trained, we have had multiple in school trainings, BHT agenda Regular review of data and evidence collected from BHT referral and Incident report forms.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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
 - 2 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)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:** Winter fest organized by parents, Other family nights include parent participation and engagement in planning, all documents are provided in the Home Language of the student, Principal Coffee Chats monthly, Principal reports monthly, Communities in Schools SW at Nixon, Family Focus services, DePaul nurses and volunteers, After school programs, Social Media active and frequently updated.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Relational Trust	3

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	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading
Root Cause 1	Lack of alignment and consistent grading practices among classrooms. The planning of the common assessments is in place, but we have not examined student work against commonly planned rubrics to ensure validity of rubric and teacher scoring. This is based on the CIWP/ILT team discussion utilizing the SEF, NWEA Data, REACH observation trends, Walk-through data, SchoolPace, Freckle assessments, mid-cycle student work analysis, summative assessment student work analysis, ILT scoring of summative assessments
Area of Critical Need 1	Depth and Breadth of Student Learning and Quality Teaching: Instruction

Root Cause 2	Lack of research based instructional practices regarding differentiation to ensure all students academic, language and social emotional needs are taken into account when teaching and assessing. This is based on the CIWP/ILT team discussion utilizing the SEF, NWEA Data, 5Es, REACH trends, Walk through data, Unit Plan analysis.
Area of Critical Need 3	SEF: Supportive & Equitable Approaches to Discipline
Root Cause 3	There is not a school-wide understanding of SEL standards, instruction, and implementation will strengthen the climate and culture throughout the school and ensure Tier 1 SEL needs are being met and staff isn't trained in trauma informed instruction, restorative practices, and SEL best practices will be able to effectively implement Tier 2 SEL interventions. This is based on the CIWP/ILT teams discussion utilizing the SEF, 5Es, Behavior Incident Reports, BHT requests, BHT agenda, verify reports, attendance,

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) We chose this metric because if we are successful in ensuring consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas and time then our students' math attainment will rise.	Overall		46.00	47.50
	EL		49.00	50.50
Vision: NWEA Growth G3-8 (Reading) We chose this metric because if we are successful with analyzing quality and alignment of assessments and tasks with our commonly	Overall		55.20	55.90
	Students with IEPs		34.50	36.50

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
developed formative and summative assessments then our students' reading attainment will rise.				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Currently, we are Well Organized. The area of need is the supportive environment, specifically student-teacher trust, scored at 53%, a 3, and we goal is to achieve a 4 or 60%.				3.50	4.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Internal Nixon Behavior Incident Reports We have an average of 26 internal behavior incident reports completed each month of the school year. These are incidents that are not high enough of a violation of the SCC to put into ASPEN as a violation, but are a reflection of the lack of trust between our students and teachers.		261.00		230.00	200.00
Overall On Track Rate If our instructional practices are utilized correctly with analyzing data from formative assessments from differentiated lessons, our overall On Track Rate will improve from 39% to 36%.		39.00		41.00	46.00
Student Showcases in the Core Content Areas		36.00		60.00	75.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
During SY20, our core content areas had a success rate of 36% of classes completing their end of unit showcases. If the summative assessments are held to the standard of our internal rubrics, we should see a significant growth in success rate. Our goal will be 75% by SY22.					

Strategies

Strategy 1

If we do...	Develop formative assessments, and implement regular cycles of collaborative teacher analysis of student work and self-reflection to identify student and teacher next steps that are standards aligned, cross-curricular, and differentiated for linguistic and academic needs including, that leads to the common summative assessments and quarterly student showcases.
Then we see...	Teachers using data from formative assessments and self-reflection to guide rigorous instruction that is scaffolded while developing a common understanding of what shows student mastery of the standards.
which leads to...	An increase of student showcases in the core content areas each quarter from a 36% success rate to 75% success rate. An increase in 3-8 reading overall growth from 54.9%-56.51%, DL growth from 32.1%-36.5%, Math overall growth from 44%-47.5%, EL growth from 47.2%-50.5%.
Budget Description	3 days of 4 hour meetings for teachers 505.8 per staff member, \$20232.00
Tags	Assessment: Improving Assessment Literacy, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, OLCE, Math: Formative Assessment, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) By September of 2020, 100% of K-6 Literacy and 3-6 Math teachers will have created learning outcomes for all literacy, writing and math standards utilizing Lead180 Toolkits. <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) By September of 2020, 100% of K-6 Literacy and 3-6 Math Quarter 1 Summative Assessments and Rubrics will be audited for evidence of all learning outcomes for the 1st quarter standards and on the 5 elements of the Nixon Rubric for Summative Assessments.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access

- (Not started) By September of 2020, 100% of K-6 Literacy and 3-6 Math teachers will have adjusted their summative assessment for quarter 1 based on feedback from the ILT on the audit and Nixon Rubric for Summative Assessments.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks

- (Not started) By the end of the 1st quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one student work analysis protocol (summative assessment).

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks

- (Not started) By the beginning of each quarter, last year's summative assessments will be audited for evidence of all learning outcomes for the each quarter standards and on the 5 elements of the Nixon Rubric for Summative Assessments.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks

- (Not started) By the 2nd week of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have adjusted their summative assessment for the quarter based on feedback from the ILT on the audit and Nixon Rubric for Summative Assessments.

Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Equitable Access

- (Not started) By the 2nd week of each quarter, 100% of K-6 Literacy and 3-6 Math classrooms will have presented a showcase.

Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Math: Equitable Access

- (Not started) By the end of the 2nd quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the attributes of formative assessments and have drafted a formative assessment for at least one standard based learning outcome.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access

- (Not started) By the end of the 2nd quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one collaborative student work analysis protocol with a focus on vertical alignment of the standard based rubrics of the summative analysis.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks

- (Not started) By the end of the 3rd quarter 100% of K-6 Literacy and 3-6 Math teachers will have drafted and implemented multiple formative assessments for at least one standard.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

- (Not started) By the end of the 4th quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one collaborative student work analysis protocol with a focus on vertical alignment of the standard based rubrics of the summative analysis.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Equitable Access

- (Not started) By the end of the 4th quarter 100% of K-6 Literacy and 3-6 Math teachers will have drafted and implemented multiple formative assessments for at least one standard and completed a student work analysis of the assessment.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

- (Not started) By September 2021, 100% of K-6 literacy and 3-6 math teachers will audit their scope and sequences for each priority standard and make adjustments based on bundling standards utilizing the learning outcomes built throughout SY21.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks

- (Not started) By the end of each quarter, 100% of K-6 literacy and 3-6 math teachers will collaboratively score summative assessments and vertically align the rubrics by standard.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Equitable Access

- (Not started) By the end of the second quarter, 100% of K-6 literacy and 3-6 math teachers will have multiple formative assessments for at least 2 of the standards based on the commonly developed learning outcomes.

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment

- (Not started) By the end of the third quarter, 100% of K-6 literacy and 3-6 math teachers will vertically align the formative assessments for the CCSS.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks

	<ul style="list-style-type: none"> (Not started) By the end of the 4th quarter, 100% of the rubrics for the assessments of priority standards in reading and math will have been vertically aligned. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks</p>
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Strategy 2

If we do...	Implement the commonly developed inquiry based units of study in Literacy K-6 and Math 3-6 building stage 3 of the UbD plan and learning outcome section of BUF, that are responsive to the diverse academic, linguistic and social emotional needs of students by engaging in collaborative planning and shared learning about instructional practices that promote access points for all students, including but not limited to EL and DL, higher order thinking and student engagement.
Then we see...	Instruction that is delivered with relevance to student interest, social, emotional and intellectual needs. Instruction where teachers are the facilitators and students are taking ownership of their learning based on data analysis. We will see evidence of transfer of knowledge and progression of the standard through formative assessments.
which leads to...	Increased student engagement and motivation paired with rich content based discourse. Overall on track rate will increase from 39% to 46%.
Budget Description	stage 3 of UbD through a virtual course: McTighe & Associates, UbD Stage 3 (12x\$30=\$360) \$360 ILT Retreat - 6hr day 252.9 per staff member x 11=2781.90
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, OLCE, Math: Student Discourse, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) By September 2020, members of the ILT will be trained in stage 3 of UbD through a virtual course: McTighe & Associates, UbD Stage 3 (12x\$30=\$360) <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Equitable Access</p> <ul style="list-style-type: none"> (Not started) By September 2020, 100% of K-6 Literacy and 3-6 Math teachers will develop a shared understanding of planning stage 3 of UbD and the Learning Outcome section of the BUF utilizing the common language of McTighe and Wiggins WHERETO with the focus on W: Where are we going? Why? What is expected and H: How will we hook and hold student interest with the lens of language development. <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Math: Equitable Access</p>

- (Not started) By the end of the first quarter, 100% of K-6 Literacy and 3-6 Math teachers will have collaboratively planned lessons for stage 3 of UbD and the Learning Outcome section of the BUF with a focus on collaborative cognitive tasks with the lens of language development, continuing the implementation of the W and H of WHERETO.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, OLCE, Math: Rigorous Tasks

- (Not started) By the 5th week of the second quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the T: how will we tailor learning to varied needs, interests, and styles of McTigue and Wiggins WHERETO with the lens of language development.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, Math: Equitable Access

- (Not started) Starting second quarter, by the end of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed a learning cycle that consists of collaboratively planning lessons for stage 3 of UbD and the Learning Outcome section of the BUF, utilizing the sections of WHERETO that they have learning, implement the lessons, complete a peer observation, and reflect on implementation.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, ODLSS: Instructional Quality, OLCE, Math: Student Discourse

- (Not started) By the 5th week of the third quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed a deeper understanding of the T: how will we tailor learning to varied needs, interests, and styles of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, Math: Equitable Access

- (Not started) By the 5th week of the fourth quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the E: How will we equip students for expected performances and the R: How will we help students rethink and revise of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports.

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Student Discourse

- (Not started) By September of 2021, 100% of K-6 Literacy and 3-6 Math teachers will perform an audit of their UbD/BUF stage 3 for aspects of WHERETO, utilizing a developing understanding of O: How will we organize and sequence the learning

	<p>along with the lens of language development. (See CIWP #3 for utilizing WHERETO with the lens of SEL.)</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> (Not started) By the 5th week of the first quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the E: How will students self-evaluate and reflect on their learning of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports. <p>Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Math: Student Discourse</p> <ul style="list-style-type: none"> (Not started) Starting the second quarter, by the end of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed a learning cycle that consists of collaboratively planning lessons for stage 3 of UbD and the Learning Outcome section of the BUF, utilizing the WHERETO strategies, the formative assessments developed in CIWP #1, implement the lessons, complete a peer observation with a focus on the formative assessments, and debrief with their vertical content team to adjust instructional practices based on the observation and the results of the formative assessment. <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment</p>
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Strategy 3

If we do...	If we implement a trauma informed approach to school-wide climate by implementing a tier 1 SEL curriculum with fidelity, implementing a professional development series for school staff and parents on cultivating Adult Self-Care, SEL core competencies and trauma informed practices, and implemented more restorative approaches to discipline
Then we see...	An increase in a supportive school climate, integration of trauma-informed practices and SEL within instructional practices and restorative approaches to discipline
which leads to...	An increase in the 5Es Supportive Environment student-teacher trust, neutral, 53%-60% (53-neutral increased to 60-strong) and a decrease in Nixon Behavior Incident Report filings from 261 reports, down 25% to 195 reported incidents.
Budget Description	Climate & Culture Retreat - 6 hr day 252.9 per staff member x10= 2529.00, Principal Toolkit to help with buy-in, program coordinators - for refreshers \$248
Tags	ODLSS: Procedures and Standards, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) By August, 2020, SEL instruction will be reflected in the master schedule <p>Tags:OSEL: Supportive School Environment</p>

- (Not started) By September 2020, a School Climate Team will be developed to consist of administration, counselor, disciplinarian, RSPs, and other key staff members

Tags:OSEL: Supportive School Environment

- (Not started) By September, 2020, create a calendar of adult SEL learning and launch the first session with the team. These trainings include: Trauma-Informed Practices, IL SEL Standards, 5 SEL competencies, review and implement adult SEL Toolkit, training on Second Step curriculum, among others.

Tags:OSEL: Supportive School Environment

- (Not started) By September 2020, All staff will receive training in the Second Step Curriculum, follow-up with the impact of this curriculum during GLT meetings

Tags:OSEL: SEL Instruction

- (Not started) By September 2020, BHT and climate and culture will review the OSEL COVID 19 return to school plan and train 100% of the staff with an expected 75% implementation.

Tags:OSEL: Supportive School Environment

- (Not started) By September 2020, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building With focus on Self-Awareness.

Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) By the end of each quarter, the Climate and Culture team will survey teachers on implementation of Second Step, what's working, what's not working, and what supports do they need.

Tags:OSEL: SEL Instruction

- (Not started) By the end of first quarter, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Self-Management

Tags:OSEL: Supportive School Environment

- (Not started) By January 2021, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Self-Awareness

Tags:OSEL: Supportive School Environment

- (Not started) By February 2021, All staff will complete the School Climate Self-Assessment and the Culture and Climate team will review the data to identify areas of support

Tags:OSEL: Supportive School Environment

- (Not started) By February 2021, an establish school's shared vision will be developed that communicates staff's commitment to the social, emotional, and academic success of all students which will be embed in staff handbook

Tags:OSEL: Supportive School Environment

- (Not started) By end of third quarter, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Relationship Skills

Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) By June 2021, student and staff surveys will be administered on school climate and reviewed by the Culture and Climate team to determine if there is progress toward established vision and goals

Tags:OSEL: Supportive School Environment

- (Not started) By June 2021, staff will review their continued progress on SEL core competencies through growth mindset activities Key Activity 3 pg 23

Tags:OSEL: Supportive School Environment

- (Not started) By September of 2021, 100% of staff members will determine at least one SEL standard per quarter that they will embed in their content unit plan.

Tags:OSEL: SEL Instruction

- (Not started) By September, 2021, All staff will receive training on Trauma-Informed Practices, follow-up with the impact of these strategies during GLT meetings

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) By September 2021, Train all staff in use of Talking Circles, simple check-in rituals, and community-building strategies; follow up on the impact of these practices during grade level meetings. Restorative Practices Guide and Toolkit

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) By September 2021, Share a flowchart to describe what occurs after an office referral, and establish a system to communicate outcomes to teachers and arrange a restorative conversation with referred students.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment

- (Not started) By September 2021, All staff will complete the School Climate Self-Assessment and the Culture and Climate team will review the data to identify areas of support

Tags: OSEL: Supportive School Environment

- (Not started) Every quarter, 100% of staff members will participate in a collaborative activity around one of the 5 adult SEL competencies and how they would be able to utilize that competency in problem solving with students or parents.

Tags: OSEL: Supportive School Environment

- (Not started) Every quarter, 100% of teachers will collaboratively plan, using WHERETO from CIWP #2 to embed the SEL strategy into the unit plan.

Tags: OSEL: SEL Instruction

- (Not started) By November 2021, Teachers take turns sharing best practices utilizing trauma-informed, SEL integration and RP and give tours of their classrooms.

Tags: OSEL: Supportive Classroom Environment

- (Not started) By November 2021, Establish a Peace Room, have each homeroom visit to experience a talking circle, and teach a process for students to self-refer to have a Peace Circle as needed.

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) By February 2022, student and staff surveys will be administered on school climate and reviewed by the Culture and Climate team to determine if there is progress toward established vision and goals

Tags: OSEL: Supportive School Environment

- (Not started) By April 2022, conduct refreshers updates on RP practices and A Teacher's Flow Chart for Restorative Discipline

Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

Action Plan

Strategy 1

By September of 2020, 100% of K-6 Literacy and 3-6 Math teachers will have created learning outcomes for all literacy, writing and math standards utilizing Lead180 Toolkits.

Jun 15, 2020 to Sep 01, 2020 - Admin

By September of 2020, 100% of K-6 Literacy and 3-6 Math Quarter 1 Summative Assessments and Rubrics will be audited for evidence of all learning outcomes for the 1st quarter standards and on the 5 elements of the Nixon Rubric for Summative Assessments.

Jun 15, 2020 to Sep 01, 2020 - Admin/ILT

By September of 2020, 100% of K-6 Literacy and 3-6 Math teachers will have adjusted their summative assessment for quarter 1 based on feedback from the ILT on the audit and Nixon Rubric for Summative Assessments.

Jun 15, 2020 to Sep 04, 2020 - Admin/ILT

By the end of the 1st quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one student work analysis protocol (summative assessment).

Sep 07, 2020 to Nov 06, 2020 - Admin

By the beginning of each quarter, last year's summative assessments will be audited for evidence of all learning outcomes for the each quarter standards and on the 5 elements of the Nixon Rubric for Summative Assessments.

Jul 01, 2020 to Apr 19, 2021 - Admin/ILT

By the 2nd week of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have adjusted their summative assessment for the quarter based on feedback from the ILT on the audit and Nixon Rubric for Summative Assessments.

Nov 20, 2020 to Apr 30, 2021 - Admin/ILT

By the 2nd week of each quarter, 100% of K-6 Literacy and 3-6 Math classrooms will have presented a showcase.

Nov 09, 2020 to Jun 21, 2021 - Admin

By the end of the 2nd quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the attributes of formative assessments and have drafted a formative assessment for at least one standard based learning outcome.

Nov 09, 2020 to Feb 05, 2021 - Admin/ILT

By the end of the 2nd quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one collaborative student work analysis protocol with a focus on vertical alignment of the standard based rubrics of the summative analysis.

Nov 09, 2020 to Feb 05, 2021 - Admin

By the end of the 3rd quarter 100% of K-6 Literacy and 3-6 Math teachers will have drafted and implemented multiple formative assessments for at least one standard.

Feb 08, 2021 to Apr 16, 2021 - Admin/ILT

By the end of the 4th quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed one collaborative student work analysis protocol with a focus on vertical alignment of the standard based rubrics of the summative analysis.

Apr 19, 2021 to Jun 24, 2021 - Admin/ILT

By the end of the 4th quarter 100% of K-6 Literacy and 3-6 Math teachers will have drafted and implemented multiple formative assessments for at least one standard and completed a student work analysis of the assessment.

Apr 19, 2021 to Jun 25, 2021 - Admin/ILT

By September 2021, 100% of K-6 literacy and 3-6 math teachers will audit their scope and sequences for each priority standard and make adjustments based on bundling standards utilizing the learning outcomes built throughout SY21.

Jul 01, 2021 to Sep 03, 2021 - Admin

By the end of each quarter, 100% of K-6 literacy and 3-6 math teachers will collaboratively score summative assessments and vertically align the rubrics by standard.

Sep 06, 2021 to Jun 24, 2022 - Admin/ILT

By the end of the second quarter, 100% of K-6 literacy and 3-6 math teachers will have multiple formative assessments for at least 2 of the standards based on the commonly developed learning outcomes.

Nov 01, 2021 to Jan 28, 2022 - Admin/ILT

By the end of the third quarter, 100% of K-6 literacy and 3-6 math teachers will vertically align the formative assessments for the CCSS.

Feb 01, 2022 to Apr 29, 2022 - Admin/ILT

By the end of the 4th quarter, 100% of the rubrics for the assessments of priority standards in reading and math will have been vertically aligned.

May 02, 2022 to Jun 24, 2022 - Admin/ILT

Strategy 2

By September 2020, members of the ILT will be trained in stage 3 of UbD through a virtual course: McTigue & Associates, UbD Stage 3 (12x\$30=\$360)

Jun 01, 2020 to Aug 31, 2020 - Admin/ILT

By September 2020, 100% of K-6 Literacy and 3-6 Math teachers will develop a shared understanding of planning stage 3 of UbD and the Learning Outcome section of the BUF utilizing the common language of McTigue and Wiggins WHERETO with the focus on W: Where are we going? Why? What is expected and H: How will we hook and hold student interest with the lens of language development.

Jun 01, 2020 to Sep 04, 2020 - Admin/ILT

By the end of the first quarter, 100% of K-6 Literacy and 3-6 Math teachers will have collaboratively planned lessons for stage 3 of UbD and the Learning Outcome section of the BUF with a focus on collaborative cognitive tasks with the lens of language development, continuing the implementation of the W and H of WHERETO.

Jul 01, 2020 to Nov 06, 2020 - Admin/ILT

By the 5th week of the second quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the T: how will we tailor learning to varied needs, interests, and styles of McTigue and Wiggins WHERETO with the lens of language development.

Oct 01, 2020 to Jan 08, 2021 - Admin/ILT

Starting second quarter, by the end of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed a learning cycle that consists of collaboratively planning lessons for stage 3 of UbD and the Learning Outcome section of the BUF, utilizing the sections of WHERETO that they have learning, implement the lessons, complete a peer observation, and reflect on implementation.

Nov 02, 2020 to Jun 22, 2021 - Admin/ILT

By the 5th week of the third quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed a deeper understanding of the T: how will we tailor learning to varied needs, interests, and styles of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports.

Feb 08, 2021 to Mar 12, 2021 - Admin/ILT

By the 5th week of the fourth quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the E: How will we equip students for expected performances and the R: How will we help students rethink and revise of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports.

Apr 19, 2021 to May 21, 2021 - Admin/ILT

By September of 2021, 100% of K-6 Literacy and 3-6 Math teachers will perform an audit of their UbD/BUF stage 3 for aspects of WHERETO, utilizing a developing understanding of O: How will we

organize and sequence the learning along with the lens of language development. (See CIWP #3 for utilizing WHERETO with the lens of SEL.)

Jun 01, 2021 to Sep 01, 2021 - Admin/ILT

By the 5th week of the first quarter, 100% of K-6 Literacy and 3-6 Math teachers will have developed an understanding of the E: How will students self-evaluate and reflect on their learning of McTigue and Wiggins WHERETO with an increase in instructional strategies to differentiate scaffolds and supports.

Aug 30, 2021 to Oct 08, 2021 - Admin/ILT

Starting the second quarter, by the end of each quarter, 100% of K-6 Literacy and 3-6 Math teachers will have completed a learning cycle that consists of collaboratively planning lessons for stage 3 of UbD and the Learning Outcome section of the BUF, utilizing the WHERETO strategies, the formative assessments developed in CIWP #1, implement the lessons, complete a peer observation with a focus on the formative assessments, and debrief with their vertical content team to adjust instructional practices based on the observation and the results of the formative assessment.

Nov 01, 2021 to Jun 24, 2022 - Admin/ILT

Strategy 3

By August, 2020, SEL instruction will be reflected in the master schedule

Jul 01, 2020 to Aug 15, 2020 - Admin

By September, 2020, create a calendar of adult SEL learning and launch the first session with the team. These trainings include: Trauma-Informed Practices, IL SEL Standards, 5 SEL competencies, review and implement adult SEL Toolkit, training on Second Step curriculum, among others.

Jul 01, 2020 to Aug 28, 2020 - Admin/Climate & Culture

By September 2020, a School Climate Team will be developed to consist of administration, counselor, disciplinarian, RSPs, and other key staff members

Jul 01, 2020 to Aug 28, 2020 - Admin

By September 2020, All staff will receive training in the Second Step Curriculum, follow-up with the impact of this curriculum during GLT meetings

Jul 01, 2020 to Sep 04, 2020 - Admin/ILT

By September 2020, BHT and climate and culture will review the OSEL COVID 19 return to school plan and train 100% of the staff with an expected 75% implementation.

Jul 01, 2020 to Aug 28, 2020 - Admin/Culture & Climate/BHT

By September 2020, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building With focus on Self-Awareness.

Jul 01, 2020 to Sep 04, 2020 - Admin/Climate & Culture

By the end of each quarter, the Climate and Culture team will survey teachers on implementation of Second Step, what's working, what's not working, and what supports do they need.

Nov 06, 2020 to Jun 25, 2021 - Admin/Climate & Culture

By the end of first quarter, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Self-Management

Jul 01, 2020 to Nov 06, 2020 - Admin/Climate & Culture

By January 2021, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Self-Awareness

Nov 09, 2020 to Feb 05, 2021 - Admin/Climate & Culture

By February 2021, All staff will complete the School Climate Self-Assessment and the Culture and Climate team will review the data to identify areas of support

Nov 02, 2020 to Feb 05, 2021 - Admin/Climate & Culture

By February 2021, an establish school's shared vision will be developed that communicates staff's commitment to the social, emotional, and academic success of all students which will be embed in staff handbook

Nov 02, 2020 to Feb 26, 2021 - Admin/Climate & Culture

By end of third quarter, staff will receive training in IL SEL standards and 5 core competencies, complete the CASEL Self-Assessment and review the Toolkit for Adult Social Emotional Learning and Community Building with a focus on Relationship Skills

Feb 08, 2021 to Apr 16, 2021 - Admin/Climate & Culture

By June 2021, student and staff surveys will be administered on school climate and reviewed by the Culture and Climate team to determine if there is progress toward established vision and goals

Mar 01, 2021 to Jul 23, 2021 - Admin/Climate & Culture

By June 2021, staff will review their continued progress on SEL core competencies through growth mindset activities Key Activity 3 pg 23

Mar 01, 2021 to Jun 25, 2021 - Admin/Climate & Culture

By September of 2021, 100% of staff members will determine at least one SEL standard per quarter that they will embed in their content unit plan.

Jun 28, 2021 to Sep 03, 2021 - Admin/Climate & Culture/ILT

By September, 2021, All staff will receive training on Trauma-Informed Practices, follow-up with the impact of these strategies during GLT meetings

Jul 01, 2021 to Sep 03, 2021 - Admin/BHT

By September 2021, Train all staff in use of Talking Circles, simple check-in rituals, and community-building strategies; follow up on the impact of these practices during grade level meetings. Restorative Practices Guide and Toolkit

Jul 01, 2021 to Sep 03, 2021 - Admin/Climate & Culture/ILT

By September 2021, Share a flowchart to describe what occurs after an office referral, and establish a system to communicate outcomes to teachers and arrange a restorative conversation with referred students.

Jul 01, 2021 to Sep 03, 2021 - Admin/Climate & Culture/BHT

By September 2021, All staff will complete the School Climate Self-Assessment and the Culture and Climate team will review the data to identify areas of support

Jul 01, 2021 to Sep 03, 2021 - Admin/Climate & Culture

Every quarter, 100% of staff members will participate in a collaborative activity around one of the 5 adult SEL competencies and how they would be able to utilize that competency in problem solving with students or parents.

Aug 30, 2021 to Jun 24, 2022 - Admin/Climate & Culture

Every quarter, 100% of teachers will collaboratively plan, using WHERETO from CIWP #2 to embed the SEL strategy into the unit plan.

Aug 30, 2021 to Jun 24, 2022 - Admin/ILT

By November 2021, Teachers take turns sharing best practices utilizing trauma-informed, SEL integration and RP and give tours of their classrooms.

Jul 01, 2021 to Nov 19, 2021 - Admin/BHT/Climate & Culture/ILT

By November 2021, Establish a Peace Room, have each homeroom visit to experience a talking circle, and teach a process for students to self-refer to have a Peace Circle as needed.

Jul 01, 2021 to Nov 26, 2021 - Admin/Climate & Culture/BHT

By February 2022, student and staff surveys will be administered on school climate and reviewed by the Culture and Climate team to determine if there is progress toward established vision and goals

Dec 01, 2021 to Feb 25, 2022 - Admin/Climate & Culture

By April 2022, conduct refreshers updates on RP practices and A Teacher's Flow Chart for Restorative Discipline

Mar 01, 2021 to Apr 30, 2021 - Admin/Climate & Culture

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

To ensure that our CIWP, parent engagement, and budget aligned, we used the SEF, various assessments data, and our local instruction and assessment rubric to identify root causes and create strategies. Parents were included in these conversations in three different occasions.

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

- Staff PD on the topics of UBD/BUF, specifically targeting the improvement of learning goals.
- Staff PD on the topic of trauma informed instruction, SEL standards, and restorative practices.
- Parent training on the topic of restorative practices, dealing with trauma, and student motivation.
- Staff collaboration with the horizontal and vertical curriculum alignment and improvement of formative assessments as they drive differentiated instruction.

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

- We will use the UBD design and hire Jessica Hockett to provide training to our teachers aligned with BUF, from the Center of Teaching for Biliteracy lead by Karen Beeman for our dual language program. These

two unit plan strategies align with each other and it is a way to include all students with a common approach to teaching and learning.

- Teachers will be engaged in quarterly cycles of learning to develop and self-reflect on their development of learning outcomes and formative assessments to improve their teaching moves and differentiated instruction.
- DL teachers will actively participate in the development and analysis of units and assessments during school hours and after school, including Saturdays.
- Parents will receive a report of our progress during LSC meetings.

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).

- We will continue the dual language program, aligning the units and practices with UBD.
- Teachers will engage in continuous PD related to trauma, and restorative practices
- Teachers will engage in conversations regarding Second Step, our tier 1 SEL instruction tool.
- Parents will receive SEL training

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

- Our PD was consistent with our CIWP and we continuously set short term goals and reviewed them. This created a sense of security and stability.
- All our strategies were research-based, teachers feel confident using strategies from well known researchers.
-

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.

- All teachers and paraprofessionals- Jessica Hockett; UBD by stages
- All teachers- Center of Teaching for Biliteracy; Bilingual Unit Framework (BUF)
- All staff (including security, lunchroom)- Paula Kluth; inclusive schools
- All staff- CPS dealing with trauma PD
- All teachers- Second Step Tier 1 SEL instruction
- Parents- Parenting and SEL; developing community with home and school.

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

- Family nights; quarterly family events targeting specific subjects such as literacy, math and science.
- Principal Coffee Chats to discuss CIWP goals, receive feedback, and engage parents in decision making at school.
- Heavily promote LSC, BAC, and PAC monthly meetings using various platforms.
- Encourage volunteering by having tables available in every meeting and being specific about the areas of need in our school.
- Continue our open door policy and make it evident that we are a dual language school.

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.

- End of unit showcases in which students visit Kindergarten classrooms that have a shared practice.
- PK students are included in the specials schedule.

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.

- ILT develops unit assessment rubrics that are used as a guideline for the development of summative assessments school wide. Rubrics are used to identify areas of improvement.
- We will now include "looking at student work" to look at formative assessments as they should align directly to the student standards-based learning outcomes.

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.

- We will continue working with the MTSS team, meeting weekly to discuss progress monitoring reported on our database.
- Paraprofessionals will be identified to provide Tier 2 interventions to students who qualify.
- Grade level meetings will be used to discuss 5 week progress of students included on the MTSS database.

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

- We will continue our partnership with Family Focus, Trina Davila, DePaul to provide workshop to parents on these topics as well as actual assistance when needed.
- We will consult with DePaul to find resources for technical and job training.
- We will continue our partnership with DePaul to provide parents with ESL adult classes and computer classes.

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.

During the first PAC and LSC meeting in September, the Parent and Family Plan and CIWP will be shared in detail with the participants and a summary posted on the website for reference. During every LSC meeting, the principal will include CIWP goals and progress. Principal coffee chats will be conducted monthly to provide a safe space for parents to provide feedback on the progress of our overall teaching and learning as it relates to our CIWP goals. These meetings may have to be conducted virtually. The interim principal has been engaging parents in virtual coffee chats and LSC meetings in order to provide familiarity with the change in participation.

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

On September we are anticipating conducting our PAC annual and organizational meeting to present our CIWP goals and parent compact. The meeting will be promoted using various social media platforms such as Facebook, Twitter, and Class Dojo as well as our website, posting and distributing flyers with anticipation and a reminder the day before the meeting. Every flyer and communication will be distributed in English and Spanish.
In addition to PAC meetings, we will hold BAC, LSC and Principal "Coffee Chats" monthly.

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.

As soon as the meeting is over, the principal will communicate a summary of the report to the community by posting it on the website. Items will be delegated as needed and parents will receive a summary of the results during the following meeting. Virtual meetings should be recorded so that parents who are unable to participate, may have access to information at their convenience.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The school receives reports for distribution. We will provide a copy to parents as soon as they arrive. A training will be set to explain the report (IAR & ACCESS) to participants.

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.

We ensure that all teachers are properly assigned and our students have a highly qualified teacher. In the event that we are unable to provide our students with a highly qualified teacher, we will notify parents by letter upon enrollment or the first day of school if they are already enrolled. Following initial notification, we will send emails to parents with the notification.

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.

Prior to assessment opening season, we will include an informational meeting for parents during planned PAC and BAC meetings to offer an orientation regarding academic standards and how we use summative assessments, performance tasks, and NWEA to monitor progress.

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.

A series of workshops will be provided to guide parents on the use of parent portal and emailing teachers. The school will provide an open house and various family nights in which parents will have an opportunity to learn what standards are being taught, what progress has been made towards the standards, and what are the best ways to communicate with teachers.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

As part of our CIWP Strategy 3, we will include steps where teachers will receive training on sensitivity and communication with parents. During our opening PD, teachers will receive various suggestions and will have time to plan their parent engagement tools and strategies. Also in our CIWP strategy 3, all staff members will participate in role playing handling difficult conversations with the Nixon community in a way that will be respectful of the parents and focus on building relationships.

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.

We will use our partnership with DePaul and Family Focus to provide supports to parents in understanding the importance of their engagement and opportunities for them to actively engage in school activities and their education.

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.

We will be sending invitations that are simple and colorful, always including the Nixon logo and in English and Spanish. Date, time, and place of the meeting will be highlighted in every invitation.

Policy Implementation Activities

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

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

School-Parent Compact (Complete)

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

To provide academic and social opportunities that model positive and engaging learning activities in a college career ready environment. Nixon's One-way Dual Language Program will empower students to become bilingual, biliterate, and bicultural by the integration of language and content instruction. William P. Nixon promotes fluency in both Spanish and English languages and believes in the importance of fostering students' cognitive and linguistic abilities to help build biliteracy identities.

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.

Before the opening of the school year, parents will come to school to meet the new teacher and learn about the classroom expectations. We will conduct two parent-teacher conferences pre-scheduled by the district. In addition, we will have an open house in the month of October, allowing parents to view the progression of the units of study.

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

In addition to progress reports sent to parents mid-term in the quarter, parents will learn how to view parent portal to see the progress of their student. Teachers will contact parents of students at risk on a regular basis. The attendance team will communicate with parents of students with low attendance percentage to identify problems and provide assistance for improvement. The BHT will communicate with parents of students of concern and will provide interventions for behavior or health improvement.

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

Staff will be available to parents at least once a week during their preparation time. Parents will have to contact the teacher to schedule a meeting time. New this year, we will ask teachers to send a request form to parents that they will complete to schedule a special meeting with the teacher and the preferred way of communication.

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.

A form will be available in the office for parents to complete with specific requirements and policies for volunteering. Parent, teacher, and administrator will sign the form agreeing with the policies and specifying a date and time of the service. Parent must be at least a Level II volunteer with the district.

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

Parents will be expected to activate a Parent Portal account to review student attendance, completion of assignments and progress. Parents will be invited to view their student's showcase of an end of the unit performance task.

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

During "coffee chats" parents will be invited to have open conversations about the progress of the CIWP and suggest items for improvement. Parents will be invited to join the School Climate Team and be active participants in the development of activities and decisions that will directly affect the environment of the school.

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

In order for students to assume responsibility for their learning, they need to develop intrinsic motivation and have a growth mindset. Teachers will be trained on how to change their own mindsets about the way they view their students' engagement and provide them the tools to help their students reach high levels of interest. The attendance team will identify students with low attendance percentages and meet with them individually to set goals and have follow up meetings to review their progress. The same way, students exhibiting disciplinary issues or lack of interest will be on a check-in and out system to review their progress using a point system. For academic self-monitoring, teachers will meet individually with their students to establish a growth goal using NWEA in grades 3-6 and ENIL/IRLA in primary grades. They will review their goals after each benchmark point.

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.

- Parents will learn to identify what is relevant to student interest, social, emotional and intellectual needs, in order to provide adequate resources to their children that will increase motivation and Instruction where teachers are the facilitators and students are taking ownership of their learning based on data analysis.
- With a series of workshops and training, parents will support the development of a supportive school climate, integration of trauma-informed practices and restorative approaches to discipline by integrating strategies in their own parenting and participating in school events and proactive decision making.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
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)	\$2000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
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	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$593.00