



Florence Nightingale Elementary School (/school-plans/321) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/19/2016	Kouretsos, Arias, Soto, Brosius, Esposito, Hudson, Rohan	Review previous CIWP and begin making revision to the SEF scores.
02/02/2016	Kouretsos, Arias, Soto, Brosius, Esposito, Hudson, Rohan	Continue making revisions to the SEF scores.
02/16/2016	Kouretsos, Arias, Soto, Brosius, Rohan	Analyze the categories and choose 3 that will be Nightingale's priority.
03/01/2016	Kouretsos, Arias, Soto, Brosius, Rohan	Develop a strategy plan for priorities 1 and 2.
03/15/2016	Kouretsos, Arias, Soto, Brosius, Rohan	Develop a strategy plan for priorities 3 and 4.

03/29/2016	Kouretsos, Arias, Soto, Brosius, Rohan, Castaneda, Cuellar	Share plan with LSC parent and community stakeholder and make revisions based on their feedback,
05/23/2016	Arias, Soto, Brosius, Rohan, Hudson	Review suggested revisions, and made appropriate revisions to CIWP.
05/26/2016	Arias, Soto, Brosius, Rohan, Hudson, Castaneda, Cuellar	Share revised plan with LSC parent and community stakeholder and make revisions based on their feedback,

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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Empowering others to make or influence significant decisions is a strength at Nightingale. ILT and N8TLS have been in place at the school for more than three years and are functioning as leaders throughout the school and at all grade levels. Highlights of their work include developing and providing professional learning, engaging in peer observation and feedback, and supporting implementation of new instructional materials. Every teacher in this school has made it a priority to go above and beyond to give back to the families and surrounding community of Nightingale. They volunteer their time before and after school to tutor students. They attend family nights at the school and Open House. According to 5 Essentials Program Coherence is strong. On a yearly basis the State of the School is well attended by parents. In addition, the CIWP is used to inform all decisions from budgetary purchases to professional development calendar, to after school programming.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The ILT is well established, with consistently high scores on page one of the ILT rubric. As evidence by weekly agendas, shared roles and responsibilities, monitored action items. The ILT is comprised of a representative group of staff including all grade level and content areas. ILT serve two year terms in order to build leadership within the team. The ILT is fully implementing cycles with an increased focus on using the problem solving process to inform the cycle work. This year the ILT has employed teacher surveys, learning walks, and looking at student work in order to gauge progress for the powerful practice. On 5 Essentials, Instructional Leadership Team received a rating of strong. In addition, on the ILT self assessment the ILT consistently scores themselves average or above average in all areas. In areas where they score themselves average, they list ways in which to improve. Often times, these improvements are put into practice.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and ‘safe practice’ space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

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Within the area of professional learning, structuring time for teacher to collaborate and learn together is an area of strength. On the 5 Essentials, collaborative teachers scored the highest with a rating of very strong. The schedule is set that the grade level have daily common planning and weekly grade level meetings that are led by ILT members in order to support the work of cycles. Safe practice and peer observations are common practice. Within the area of professional learning, an area where we would like to continue to develop is implementing and sustaining on-going, job-embedded professional learning that is more individualized and teacher initiated.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals’ specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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Aligning resources is an area of strength at Nightingale. The school day schedule is aligned to the CPS instructional time guidelines. Teacher retention rates are high. Interview protocol is in place to ensure high quality are hired. The school leverages community partnerships including the YMCA, Catholic Charities, and Common Threads. The budget is aligned to the CIWP priorities and grants are sought to support additional needs.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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Teachers have been working collaboratively on unit plans for the past three years. Work continues on these plans with an emphasis on ensuring that differentiating task are included to meet the needs of all our learners. The school will continue to focus on horizontal and vertical alignment of these plans. In addition, the ELPT and AP are working to support the development of unit plans that include WIDA and language goals. More work is needed within grade bands to find gaps in instruction especially in the primary grades.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**

- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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The teacher in grades k - 8 have CCSS unit plans in place for ELA and Math. The school has strategically allocated funds to purchase materials that enable the teachers to implement CCSS standards in ELA and Math with fidelity. Funds have also been used to purchase classroom libraries that are differentiated to the students reading lexile scores and interests. Spanish library books have also been purchased so ELL students have access to native language reading at all times. Many technology programs were also purchased to differentiate instruction for students. Also, scholastic magazines and other publications were purchased to support instruction in Social Studies and Science. These materials have made a powerful impact, on the 2015 SQRP Rating report all Nightingale students scored better 78% better than all other school nationally in Reading and 86% in Math.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining**

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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Nightingale's past powerful practices have focused on classroom discourse. Teachers have successfully participated in practices that emphasized DoK and student centered classroom discourse. It is evident via learning walks and REACH evaluations that these are areas of strengths. However, during grade level and grade band discussions it has become apparent that these skill have not transferred to written tasks. Therefore, Nightingale's next powerful practice is to begin evaluating written tasks using a rubric. Providing the student a rubric for written tasks so that they are aware of the expectations and to give the students immediate feedback in order for recognize their errors and know their areas of strengths and weaknesses.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

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The school has many transition programs in place for students to become better prepared for the next grade and/or school. We provide Round Up for students entering Kindergarten. We partnered with the Gear Up program that provided a Math enrichment program over the summer to better prepare for the next school year. The school counselor is very involved in assisting the students when applying for high school. She provides several parent sessions to assist the parents in the application process. The counselor also shares information from the high school regarding their summer programs for Freshman, encourages the students to apply, and helps them with the application process. Every year we have our 7th and 8th grade students visit a Chicago land college and/or university for a tour. At this time a counselor speaks to the students regarding the requirements needed to attend the university. Several times a quarter, the administration will speak to students who are struggling academically and determine a plan in order to help them get back on track. The school offers 8th grade Algebra 1, which enables students to receive high school credit in 8th grade. ELL learners are monitored closely after exiting the program. Teachers are aware of these students and continue to give them language support when needed.

Guide for Transitions, College & Career Access & Persistence

- **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).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.

- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Questioning and discussion techniques are an area of strength within instruction. The ILT has successfully supported the use of a wider use of DoK accountable talk between students. According to SQRP the quality of student discussions is very strong. The school is continuing to build it's capacity to providing instruction designed to develop language domains for language learners. In addition, the school is working to ensure that formative assessments are used to to inform for opportunities for both intervention and enrichment. As well as guide teachers to reflect and analyze the effectiveness of lessons in unit plans. This will lead to unit plans that have been continuously revised to increase student mastery.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.

- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Tier 1 instruction and formative assessment are areas of strength within MTSS. During weekly grade level meetings teachers discuss students performance based on these assessments. On track reports are used at various level of the school. The Dean of Students and administrators follow up with students who are off track and ensure a plan is in place to support them. The school has been successful with their on track supports as evident by the school consistently being in the top five within the network for on track percent. PLPs were created for all necessary students and strategies were implemented with fidelity resulting in a decrease in the number of students who were red in subsequent data. Within MTSS the school would like to continue to focus and grow on Tier 2 & 3 interventions as well enrichment opportunities for students who are already meeting and exceeding.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

1 2 3 4

The school has had a clear focus on ensuring that the grading system is more accurately and consistently understood and applied. Professional Development time was built in at the beginning of the year to support this and the topic of grading has been built into grade level meetings every 5 weeks. Teachers engage in conversations with parents about the grading policies and how they align to college and career success. The ILT has identified that there is a need to continue focusing on the quality of rubrics being used by teachers. Student data and work revealed that instruction was not pushing student work to the highest level. Therefore, they will be using protocols to analyze the quality and alignment of tasks.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and**

subsequent learning needs

- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure 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.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

Nightingale teachers create learning goals that are in compliance with CCSS. A kid - friendly version of these goals are shared with the students. Differentiation strategies are set in place in order to meet the needs of DL and ELLs. Great strides within growth have been made with 78% of all of our students achieving more growth than the schools nationally in Reading and 86% in Math. Yet, our attainment is 20 percentage points lower with 50% of students scoring better than school nationally in Reading and 67% in Math. Therefore, the school is implementing the use of rubrics to better inform teachers in student areas of weaknesses. Also,with the implementation of rubrics, teachers will complete deeper analysis student work.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

- Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
- Consistently communicate the expectation that all students can achieve at high levels.
- Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

Trusting relationships levels student - student ; adult - student; and adult - adult is a very strong at Nightingale School. This is evident when observing student teacher rapport during learning walks. Teachers who take on leadership roles and provide professional development are respected by the staff and often sought out for advice. Discussion grade level protocols are followed and every grade level member is valued and encouraged to participate in the discussion. On the 5 Essentials, Nightingale scored very strong for collaborative teachers and strong on supportive environment,

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.

- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

Equitable access to a wide range of after school extracurricular and enrichment activities is a strength at the school. The school provides athletics, tutoring programs, Small Bites, book clubs, media club and YMCA. The school has a student council that has representatives from grades 5 to 8. The school also does provide 8th grade student Algebra 1. The school will move forward to provide all students more opportunities on making positive contributions to the school and surrounding community.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**

- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

Nightingale school has high standards of safety and order for their students. Teachers have clear, fair, expectations and detailed consequences that are followed through with high fidelity. All staff members model and reinforce these expectations. The Dean of Students is available for support and quickly and efficiently handles situations that requires her attention. On the 5 Essentials, 86 % students stated that they felt very safe in the classroom and 12% felt mostly safe.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

A proactive approach to discipline is a strength at Nightingale School. The school implemented PBIS five years ago. This has ensured a consistent program where students are aware of positively stated expected behaviors. Family engagement is an integral component of the program as well as rewarding good behavior. A committee is in place to oversee the implementation of PBIS and restorative approaches to discipline. Next steps for the school is to integrate SEL skill instruction into the core content. Also, develop a more comprehensive program of effectively changing student behavior.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging

expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Nightingale is warm and welcoming school. We have several curriculum nights a year that are well attended. We also have monthly BAC, PTA, and NCLB that are well attended as well. Teachers are in continuous contact with parents via phone calls, parent portal, monthly newsletters, progress reports. Our parent - teacher conferences have over a 95% attendance rate. The school has a strong SWOP program in place that places more than 15 parents in the building daily, We also provide ESL and GED classes for the parents in hopes of improving their economic situation. The 5 essentials report rates involved families strong and parent - teacher trust very strong.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Expectations for Quality & Character of School Life: Parent Partnership	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Expectations for Quality & Character of School Life: Relational Trust	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset
4	Expectations for Quality & Character of School Life: Safety & Order	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> \emptyset

Goals

Required metrics (Elementary)

16 of 18 complete

National School Growth Percentile - Reading

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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The goals for SY 2016 - 2017 and 2017 - 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

48.00

78.00

80.00

82.00

National School Growth Percentile - Math

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

30.00

86.00

88.00

90.00

% of Students Meeting/Exceeding National Ave Growth Norms

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

49.20

(Blank)

67.00

70.00

African-American Growth Percentile - Reading

n/a

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Reading

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

52.00

78.00

80.00

82.00

English Learner Growth Percentile - Reading

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, we kept projected gains manageable and attainable.

25.00

60.00

62.00

64.00

Diverse Learner Growth Percentile - Reading

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, we kept projected gains manageable and attainable.

2.00

27.00

30.00

33.00

African-American Growth Percentile - Math

n/a

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Math

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

31.00

86.00

87.00

88.00

English Learner Growth Percentile - Math

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

10.00

93.00

94.00

95.00

Diverse Learner Growth Percentile - Math

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

1.00

86.00

87.00

88.00

National School Attainment Percentile - Reading (Grades 3-8)

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such have a big gain, we kept projected gains manageable and attainable.

35.00

50.00

53.00

55.00

National School Attainment Percentile - Math (Grades 3-8)

The goals for SY 2016 - 2017 and 2017- 2018 were created by looking at data trends. Trends suggest that once big gains are made numbers tend to plateau. Since we did have such a big gain, and our 2015 - 2016 number is so high we kept projected gains manageable and attainable.

39.00

67.00

70.00

72.00

National School Attainment Percentile - Reading (Grade 2)

Because there was loss in attainment, our goal now is to increase attainment steadily by focusing on targeted groups of students.

53.00

32.00

35.00

37.00

National School Attainment Percentile - Math (Grade 2)

Because there was loss in attainment, our goal now is to increase attainment steadily by focusing on targeted groups of students.

57.00

40.00

44.00

46.00

% of Students Making Sufficient Annual Progress on ACCESS

The trend for ACCESS data is that the percent of ELL students who make sufficient annual growth increases annually. We have made it a goal to increase this number to 2% for the following two school years.

46.40

53.00

55.00

57.00

Average Daily Attendance Rate

Now that Nightingale School has reached the attendance goal of 95.50, our goal is to continue this high expectation for our students.

95.40

95.50

95.50

95.50

My Voice, My School 5 Essentials Survey

Well Organized

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

professional learning (PL) that is designed to achieve school-wide improvement by closing priority group achievement gaps

improved teacher instruction and use of effective strategies that addresses the needs of all students

improved growth and attainment scores for all priority groups on the NWEA and an improved percent of students making sufficient annual progress on ACCESS.

Tags:

Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Administration and ILT will analyze SY 2015 - 2016 data in order to determine school wide instructional strengths and weaknesses.

Administration, Instructional Leadership Team, Data Analyst and Teachers

Sep 6, 2016 to Sep 16, 2016

Data showed that there was substantial summer loss in our scores. The students however did score better on the Literature and Informational Text sub categories than they did on Vocabulary Acquisition and Usage.

Completed

Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual

ILT will create and administer a teacher survey that requires the teachers to share what types of PD they would like to participate in the 2016 - 2017 school year.

ILT and teachers

Sep 19, 2016 to Sep 30, 2016

The ILT developed, implemented and analyzed a teacher survey. The purpose of this survey was to help the ILT determine what topics would be most beneficial to cover during school wide Professional Developments. Overwhelmingly, the staff suggested the need for a universal K - 8th grade Writing program.

Completed

Core Instruction, Diverse Learners, English Learners, Professional Learning, Bilingual, Professional development

ILT will complete the problem solving process to determine Nightingale's first Powerful Practice for the 2016 - 2017 school year.

ILT

Oct 3, 2016 to Oct 21, 2016

The ILT determined that Nightingale School needed a comprehensive writing program for the students from Kindergarten through 8th grade.

Completed

Core Instruction, Diverse Learners, English Learners, Professional Learning, Bilingual, Cycles of professional learning, Data, Professional development

Implement Powerful Practice, that includes but not limited to: weekly professional learning via professional readings, peer observations, watching educational videos. This practice will include pre and post data in order to determine the effectiveness of the Powerful Practice.

ILT, Teachers

Oct 24, 2016 to Dec 30, 2016

It took Nightingale until January to choose, purchase and obtain a Writing series that best fit the needs of our students. Therefore, our first Powerful Practice wasn't initially implemented until February.

Behind

Vertical alignment, Student achievement, Instructional support, Writing curriculum

Administration and ILT will analyze MOY 2016 data and pre and post Powerful Practice data in order to determine school wide instructional strengths and weaknesses.

Administration, Instructional Leadership Team, Data Analyst and Teachers

Jan 9, 2017 to Feb 3, 2017

This action step has not yet been implemented.

Postponed

ILT will create and administer a teacher survey that requires the teachers to share what types of PL they would like to participate in for the remainder of 2016 - 2017 school year.

ILT and teachers

Feb 6, 2017 to Feb 24, 2017

This action step has not yet been implemented.

Postponed

ILT will complete the problem solving process to determine Nightingale's second Powerful Practice for the 2016 - 2017 school year.

ILT

Feb 27, 2017 to Mar 17, 2017

This action step has not yet been implemented.

Postponed

Implement Powerful Practice, that includes but not limited to: weekly professional learning via professional readings, peer observations, watching educational videos. This practice will include pre and post data in order to determine the effectiveness of the Powerful Practice.

ILT

Mar 20, 2017 to May 29, 2017

This action step has not yet been implemented.

Postponed

Strategy 2

If we do...

ongoing analysis of student data in order to provide scaffolded instruction that ensures that all students have access to complex texts and engage in complex tasks

...then we see...

instruction that is differentiated and addresses the needs of all the students in the classroom including English Learners and Diverse Learners

...which leads to...

improved growth and attainment scores for all priority groups on the NWEA and an improved percent of students making sufficient annual progress on ACCESS.

Tags:

Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

ILT will create protocols to use when teachers are analyzing standardized and formative assessments as well as classwork assignments.

ILT

Sep 6, 2016 to Sep 30, 2016

Protocols have been created and implemented.

Completed

Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices

ILT will create a year long calendar for weekly grade level and ILT meetings that includes opportunities for grade levels to analyze student data and student classwork

ILT

Sep 6, 2016 to Jun 1, 2017

Calendars have been created and shared with staff and stakeholders.

On-Track

Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices

ILT and grade level teams will follow the ILT created calendar. The established protocols will be followed to analyze student data and classroom work. The problem solving process will be put into place to determine efficient ways to address the needs of all students.

ILT, teachers

Sep 6, 2017 to Jun 22, 2018

Calendars, protocols, and problem solving process have been introduced to the ILT. All three are currently being followed with fidelity.

On-Track

Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Data Use, Bilingual, Instructional practices, Differentiated instruction, Planning

Quarterly changes will be made to the calendar and protocols when necessary based on closer analysis of On-Track, NWEA, and TRC data.	ILT, teachers	Nov 4, 2016 to Jun 22, 2017	Calendars have been created and revised when necessary.	On-Track
During grade level meetings teachers will analyze the off-track report and target students to create a personal learning plan	teachers, parents, administration	Oct 10, 2016 to Jun 1, 2017	Several different types of data hve been analyzed and personal learning plans have been made when appropriate.	On-Track

Accountability, Academic supports, Analysis of data, progress monitoring, rit instruction, small group instruction

Strategy 3

If we do...

ongoing revisions of unit plans based on student data (NWEA, ACCESS, formative assessments)

...then we see...

unit plans that are better aligned horizontally and vertically. These units will be revised in order to increase their effectiveness in developing appropriate scope and sequence maps, lessons, tasks and assessments

...which leads to...

improved growth and attainment scores for all priority groups on the NWEA and an improved percent of students making sufficient annual progress on ACCESS.

Tags:

Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Data Use, Bilingual, Instruction, Academic gain

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Network 8 Teacher Leaders (N8TLS) will meet with administration to determine administrations expectations for unit revisions.	Network 8 Teacher Leaders, Administration	Sep 5, 2017 to Sep 15, 2017	N8TLS met with administrators to collaborate about the quality of the current unit plans. Discussions were had about how to make revisions to current unit plans to make them more rigorous and Common Core aligned.	Completed

Literacy/Reading, Math, Diverse Learners, Assessment, Curriculum Design, Bilingual, Instruction, Academic gain, Differentiated instruction, Ccss

N8TLS will meet to plan for teacher unit revision sessions and create calendar for such sessions.	(Blank)	Sep 18, 2017 to Sep 29, 2017	N8TLS created a calendar and met with individual teachers to assisit with revisions based on feedback from administration.	Completed
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Literacy/Reading, Math, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Data Use, Differentiated instruction, Differentiated instruction, Ela, Ccss

N8TLS will meet with teachers to revise units in Math and ELA a minimum of 4 times during school year 2016 - 2017. More information on the specifics of where, when, and how often will be updated once steps 1 and 2 have occurred in September 2016.	N8TLS, Teachers	Oct 3, 2016 to Jun 16, 2017	The new CPS contract gave the teachers the option of doing unit plans OR lesson plans. The teachers at Nightingale chose to do lesson plans. Therefore, we are no longer working on unit plans.	Cancelled
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Literacy/Reading, Math, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Instructional Coaching, Bilingual, Instruction, Data, Differentiated instruction, Ela, Rigorous tasks, Ccss, Feedback, Writing

Strategy 4

If we do...

adjustments to instruction so that both struggling and high achieving students are effectively met

...then we see...

students who receive tailored instruction based on need

...which leads to...

improved growth and attainment scores for all priority groups on the NWEA and an improved percent of students making sufficient annual progress on ACCESS.

Tags:

MTSS, Core Instruction, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Analyze NWEA, TRC, and classwork data to determine students who will benefit from the Read 180 program

Administration, MTSS Team, and Classroom Teachers

Sep 6, 2016 to Sep 30, 2016

Students have been chosen based on school data to participate in the Read 180 program.

Completed

MTSS, Literacy/Reading, Diverse Learners, English Learners, Academic gain, Differentiated instruction

Analyze NWEA, TRC, Read 180, and classwork data quarterly to determine students which students have shown enough improvement in order to exit the Read 180 program and identify new students who could benefit from the program.

Data Lead, ILT, Classroom Teacher

Nov 14, 2016 to May 1, 2017

Stakeholders are analyzing data quarterly for the students participating in Read 180. Appropriate placement decisions are being made based on this analysis.

Completed

MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction

Analyze individual student classroom progress and assign tailored lessons on Stride Academy and Think Through Math

Classroom Teachers

Sep 6, 2016 to Jun 16, 2017

All students are completing tailored lessons from either TTM or Stride a minimum of one period a week. A large number of students took part in an after school program that allowed them to work on these lessons for one hour, four days a week after school.

On-Track

MTSS, Math, Science, Diverse Learners, English Learners, Bilingual, Rigour, Academic gain, Differentiated instruction, Ela

Continue to staff personal to manage the READ 180 program. This individual will continue to be an Tier 2 and 3 Reading Interventionist. She will analyze data every 8 to 10 weeks provided by the Read 180 program as well as classroom formative assessments to determine student growth. At this time, it will be decided if students still need intervention, more intervention, or can be exited from the program.

MTSS
Interventionist, Data
Lead, Classroom
teachers

Nov 7, 2016 to
Jun 16, 2017

Two part - time certified teachers have been hired to manage Read 180. The teachers provide Tier 2 and 3 interventions, analyze data, and make recommendations about student placement.

On-Track

MTSS, Literacy/Reading, Data, Interventions, Academic gain, Differentiated instruction

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Administration and ILT will analyze SY 2015 - 2016 data in order to determine school wide instructional strengths and weaknesses. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain, Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual</p>	Administration, Instructional Leadership Team, Data Analyst and Teachers	Sep 6, 2016	Sep 16, 2016	Completed
<p>✦ ILT will create and administer a teacher survey that requires the teachers to share what types of PD they would like to participate in the 2016 - 2017 school year. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain, Core Instruction, Diverse Learners, English Learners, Professional Learning, Bilingual, Professional development</p>	ILT and teachers	Sep 19, 2016	Sep 30, 2016	Completed
<p>✦ ILT will complete the problem solving process to determine Nightingale's first Powerful Practice for the 2016 - 2017 school year. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain, Core Instruction, Diverse Learners, English Learners, Professional Learning, Bilingual, Cycles of professional learning, Data, Professional development</p>	ILT	Oct 3, 2016	Oct 21, 2016	Completed
<p>✦ Implement Powerful Practice, that includes but not limited to: weekly professional learning via professional readings, peer observations, watching educational videos. This practice will include pre and post data in order to determine the effectiveness of the Powerful Practice. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain, Vertical alignment, Student achievement, Instructional support, Writing curriculum</p>	ILT, Teachers	Oct 24, 2016	Dec 30, 2016	Behind
<p>✦ Administration and ILT will analyze MOY 2016 data and pre and post Powerful Practice data in order to determine school wide instructional strengths and weaknesses. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain</p>	Administration, Instructional Leadership Team, Data Analyst and Teachers	Jan 9, 2017	Feb 3, 2017	Postponed
<p>✦ ILT will create and administer a teacher survey that requires the teachers to share what types of PL they would like to participate in for the remainder of 2016 - 2017 school year. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain</p>	ILT and teachers	Feb 6, 2017	Feb 24, 2017	Postponed
<p>✦ ILT will complete the problem solving process to determine Nightingale's second Powerful Practice for the 2016 - 2017 school year. Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain</p>	ILT	Feb 27, 2017	Mar 17, 2017	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement Powerful Practice, that includes but not limited to: weekly professional learning via professional readings, peer observations, watching educational videos. This practice will include pre and post data in order to determine the effectiveness of the Powerful Practice.</p> <p>Tags: Core Instruction, Diverse Learners, English Learners, Professional Learning, Data Use, Bilingual, Academic gain</p>	ILT	Mar 20, 2017	May 29, 2017	Postponed
<p>✦ ILT will create protocols to use when teachers are analyzing standardized and formative assessments as well as classwork assignments.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices</p>	ILT	Sep 6, 2016	Sep 30, 2016	Completed
<p>✦ ILT will create a year long calendar for weekly grade level and ILT meetings that includes opportunities for grade levels to analyze student data and student classwork</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices</p>	ILT	Sep 6, 2016	Jun 1, 2017	On-Track
<p>✦ ILT and grade level teams will follow the ILT created calendar. The established protocols will be followed to analyze student data and classroom work. The problem solving process will be put into place to determine efficient ways to address the needs of all students.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction, Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, English Learners, Data Use, Bilingual, Instructional practices, Differentiated instruction, Planning</p>	ILT, teachers	Sep 6, 2017	Jun 22, 2018	On-Track
<p>✦ Quarterly changes will be made to the calendar and protocols when necessary based on closer analysis of On-Track, NWEA, and TRC data.</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction</p>	ILT, teachers	Nov 4, 2016	Jun 22, 2017	On-Track
<p>✦ During grade level meetings teachers will analyze the off - track report and target students to create a personal learning plan</p> <p>Tags: Literacy/Reading, Math, Science, Diverse Learners, English Learners, Assessment, Data Use, Social studies, Bilingual, Instruction, Instructional practices, Differentiated instruction, Accountability, Academic supports, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	teachers, parents, administration	Oct 10, 2016	Jun 1, 2017	On-Track
<p>✦ Network 8 Teacher Leaders (N8TLS) will meet with administration to determine administrations expectations for unit revisions.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Data Use, Bilingual, Instruction, Academic gain, Literacy/Reading, Math, Diverse Learners, Assessment, Curriculum Design, Bilingual, Instruction, Academic gain, Differentiated instruction, Ccss</p>	Network 8 Teacher Leaders, Administration	Sep 5, 2017	Sep 15, 2017	Completed
<p>✦ N8TLS will meet to plan for teacher unit revision sessions and create calendar for such sessions.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Data Use, Bilingual, Instruction, Academic gain, Literacy/Reading, Math, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Data Use, Differentiated instruction, Differentiated instruction, Ela, Ccss</p>		Sep 18, 2017	Sep 29, 2017	Completed
<p>✦ N8TLS will meet with teachers to revise units in Math and ELA a minimum of 4 times during school year 2016 - 2017. More information on the specifics of where, when, and how often will be updated once steps 1 and 2 have occurred in September 2016.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Data Use, Bilingual, Instruction, Academic gain, Literacy/Reading, Math, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Instructional Coaching, Bilingual, Instruction, Data, Differentiated instruction, Ela, Rigorous tasks, Ccss, Feedback, Writing</p>	N8TLS, Teachers	Oct 3, 2016	Jun 16, 2017	Cancelled

District priority and action step	Responsible	Start	End	Status
<p>✦ Analyze NWEA, TRC, and classwork data to determine students who will benefit from the Read 180 program Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction, MTSS, Literacy/Reading, Diverse Learners, English Learners, Academic gain, Differentiated instruction</p>	Administration, MTSS Team, and Classroom Teachers	Sep 6, 2016	Sep 30, 2016	Completed
<p>✦ Analyze NWEA, TRC, Read 180, and classwork data quarterly to determine students which students have shown enough improvement in order to exit the Read 180 program and identify new students who could benefit from the program. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction, MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction</p>	Data Lead, ILT, Classroom Teacher	Nov 14, 2016	May 1, 2017	Completed
<p>✦ Analyze individual student classroom progress and assign tailored lessons on Stride Academy and Think Through Math Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction, MTSS, Math, Science, Diverse Learners, English Learners, Bilingual, Rigour, Academic gain, Differentiated instruction, Ela</p>	Classroom Teachers	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Continue to staff personal to manage the READ 180 program. This individual will continue to be an Tier 2 and 3 Reading Interventionist. She will analyze data every 8 to 10 weeks provided by the Read 180 program as well as classroom formative assessments to determine student growth. At this time, it will be decided if students still need intervention, more intervention, or can be exited from the program. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Bilingual, Academic gain, Differentiated instruction, MTSS, Literacy/Reading, Data, Interventions, Academic gain, Differentiated instruction</p>	MTSS Interventionist, Data Lead, Classroom teachers	Nov 7, 2016	Jun 16, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

The way in which we will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy will occur by inviting parents to participate. The parents will be invited by sending a letter home with students as well as making announcements during parent/community meetings. Once parents have expressed interest a committee will be established and discussions regarding the involvement plan and policy will commence.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The invitation to these meetings are done formally through written invitation as well as informally by announcements at other parent/community meetings. Posters are also created and serve as reminders to parents of upcoming meetings. The topics of the meeting are usually topics that come from the community. The active PAC committee meets with parents informally to inquire and gather information in regards to needs in the community. That information is then brought back to the school where the necessary arrangements are made in order to meet the needs of the community. The date for the Title 1 Annual Meeting is 9-22-16 and the Title 1 PAC Organizational Meeting will also be held on 9-22-16

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Assessments are continually discussed with parents. The discussion begins during open house, where teachers share information regarding the different assessments for the classroom or grade level for the school year. Assessments are also announced in the school's monthly newsletter. Assessments and their results are shared during parent/community meetings, parent teacher conferences, monthly newsletter, and during the State of the Union report.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

The secretaries of the active parent committees always allow for parent participation. At the time of public participation the school administrator and or school representative is present to take note in regards to parent comments, questions, and concerns. Individual meetings, group meetings are scheduled.

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

All assessments that are taken by the child produce a report. This report is sent home with student. Teachers set-up conference time with parents to discuss the results if parents have questions. All reports are discussed during parent-teacher conferences.

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.

This is normally accomplished by the principal sending a notice home to the parents, as well as a phone call home.

Schools will assist parents of participating NCLB 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.

This is usually accomplished by setting up parent portal meeting times. Active members for the PAC and BAC committees are available to assist parents with creating login's and offer assistance with navigating the site.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Nightingale currently holds classes for our parents. The parents can choose from the following courses held here at Nightingale; ESL classes, GED classes and Technology classes. The classes are offered at times that are most convenient for parents. The classes normally run from 6:00 pm to 8:00 pm Monday thru Thursday.

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

This priority is achieved by having our educators participate in a parent committee.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

We have an established and working partnership with SWOP. This organization allows parents to become mentors and work with teachers in our school. The parents will often times work with students in small groups using reading and math strategies. Many teachers send home assignments that require parent assistance. Nightingale also has preschool classes for parents. These classes aide parents in knowing how to help their preschoolers at home.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All letters, invitations, and calendars are sent home in both English and Spanish. All important information in on the school's marquee.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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.)

High-quality curriculum and instruction in a supportive environment is provided by the direction of our mission statement. We will acknowledge individual differences by using best practices and diverse instructional strategies. We will set the highest goals for our students and inspire them to find their own strengths. We will work with each other and the parents in our school as partners in an on-going process to make students aware of the interconnectedness of all learning. Nightingale school strives to provide a positive, supportive and safe environment where students can work cooperatively, reason critically, and develop a positive self-image and cultural pride as they work toward the goal of becoming independent life long learners.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held throughout the school year, including formal conferences held twice a year. These conferences will have set scheduled times to monitor students' progress. These are usually held at 8:00 am each school day morning. Conferences are scheduled per teacher's request and/or parent's request.

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

Parents will be provided consistent, thorough reports on their child's progress throughout the school year. This includes 5 week progress report via IMPACT at each halfway point in the marking period, formal report cards issued for each of the four marking periods, and frequent standardized test result reports. Informal reports will also be given via phone calls from teachers and administrators.

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

The majority of teachers have set aside the first half hour before the start of the school day for parent conferences. Parents are welcome to come in and discuss their child's progress and/or any concerns that they may have. Conferences are also set after school or during teacher's prep period. These meetings are held in the classroom.

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

Nightingale has always welcomed parents to volunteer and participate in their child's education. We have an "open door" policy at Nightingale. Parents can come to the school at any time although they are encouraged to call first if they want to visit a classroom. We welcome and embrace volunteers to assist in the classroom, go on field trips as chaperons, and help out in the office.

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

At Nightingale there are a number of programs provided to help parents support their children's learning. These include formal parent training, tips and workshops at the school. There will be family literacy, math and science nights to promote more awareness among parents about ways to help and assist their children.

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

The school's improvement plan (CIWP) is written each time with input from parents. This input is done through a series of meetings with school stakeholders to determine what the school's priority goals are and how resources should be allocated to meet these goals. Parents will also participate in individual meetings relating to their child's academic and social progress. This includes participating in the development and implementation of a remediation plan (MTSS) and if necessary and Individual Education Plan (IEP). Parents also will have an opportunity to give input and consultation at the monthly Local School Council (LSC) meetings

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

Students will assure academic achievement by their participation in the development and implementation of MTSS that addresses such areas as class preparation, attendance and social emotion. Improved academic achievement is recognized by the school with awards, assemblies, and other monthly incentives so that students continue to do their best. Nightingale students will also take an active role during parent-teacher conferences so that the responsibility of improved academics is shared.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Funds will be used to increase student achievement through parental involvement by providing ESL, GED and Computer classes for parents. Workshops will be provided and topics will be decided through community needs via inquiry.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ Amount .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.	\$ 1837 .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)	\$ 6000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .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.	\$ Amount .00

54565 **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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53510 **Postage**
Must be used for parent involvement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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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.

\$	Amount	.00
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