



Florence Nightingale Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/16/2018	CIWP Team	School Excellence Framework

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.

1 2 3 4

On the Five Essentials, Nightingale scored Strong on "Effective Leadership" and "Collaborative Teachers". This is due mainly because of;

- Weekly Grade Level Meetings
- Stronger emphasis this year on content area meetings.
- Administrative team and Grade levels analyze data and wrote SMART goals
- Administration Capitalization on the leadership skills of others through staff led PD's, ILT, PLCs, PPC, and staff committees.
- Collaboratively working on 2018 - 2020 CIWP
- Constantly listen and synthesize what is heard, and learn from all sources, staff survey, grade level burning issues
- Inspire a culture of collective responsibility for the success of ALL students in the whole school, PBIS, Attendance committee, coaches
- Enable staff to focus and prioritize what matters most, Continuous Cycle of Improvement, data analysis, Smart goal
- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision, MTSS set in place and progress monitoring is used to drive instruction, differentiate and group students

The focus on the next two years will be to;

- Limit school improvement goals. We don't have a lot but the teachers feel overwhelmed.
- Need additional time to process and differentiate PD for teachers.

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

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.

Score

1 2 **3** 4

The ILT scored themselves positively in both the BOY and MOY ILT rubric. The team consists of a member of every grade level and all content areas are represented as well as monolingual and bilingual teachers.

- The ILT meet 3 to 4 times per month
- The agenda is consistently developed before hand and given to the team so they know the topics.
- The meetings follow a protocol and are data driven.
- Each member has an equal voice and is given time to share their points of view.
- Most of the time is devoted to planning for the Continuous Cycle of Improvement that the school is working on currently.
- ILT has taken steps to implement CCI and a reflection tool has been implemented to reflect on CCI progress.

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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.

1 2 3 4

On the Five Essentials "Collaborative Teachers" scored a rating of Strong which was a drop from Very Strong 2 years prior. Here is what we do well;

- Grade Level Meetings occur every week, more time needed for content area and special education.
- Growth on NWEA assessment is above 50% but we have made significant drops in the last two years in both Reading and Math.
- Teachers initiate opportunities for professional growth and seek opportunities to enhance content knowledge and pedagogical skills.
- Current CC of I has structured time for peer observations and feedback, and safe practice.

Moving forward with the next two years the focus will include;

- Provide coaching and mentoring support when needed.
- Future PD will be planned on supporting teachers needs on implementing the NWEA Learning Continuum with fidelity and ease.
- PD's will be created to aid teachers to utilize data to differentiate instruction in the classroom.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
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	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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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In regards to resources, these are the areas that we do well in as a school;

- Design a school day that is responsive to student needs, all teachers are given schedules that reflect the correct minutes of teaching each subject area.
- Align the budget to the CIWP priorities and the mission of the school, grants are sought to support additional needs (YMCA, Catholic Charities, Common Threads, BAM). Budget supports highest needs, ELL libraries, technology, writing program
- Streamline purchase procedures to minimize lapses between ordering and receiving materials, strong, effective guidelines and procedures are set in place.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths, grade levels are well balanced and staffed according to teacher's preference and strengths.
- Engage community members as partners and resources, YMCA, BAM, Catholic Charities, Common Threads. We also have a strong LSC, BAC, PAC and PTA parent organizations.

To build upon our resources as a school, we would like to incorporate a hiring team that is composed of staff in order to assist and provide feedback with regards to possible future colleagues.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

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.

1 2 3 4

In regards to curriculum, here is where Nightingale performs well;

- Teachers adhere to the CCSS standards.
- Teachers engage learners to demonstrate core knowledge and skills
- Diverse Learners and EL Learners are expected to demonstrate core knowledge and skills.

The areas of improvement within the realm of curriculum is;

- School has a strong counseling department, however there's a need for integration of social emotional learning within the classroom.
- Teacher's collaborate on scope and sequence on a regular basis, yet there's a greater need for vertical planning and developing of curriculum maps
- As a school we are culturally relevant and provide opportunities to explore and celebrate students' communities, culture, history and language.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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)

Score

1 2 **3** 4

Nightingale increases student access to learning in the following ways;

- Teachers use a variety of resources to support all learners.
- Nightingale offers plenty of native language support for our EL Learners.
- Nightingale offers an abundance of instructional materials that allow for differentiation.
- Teachers incorporate grade level appropriate texts into their lesson planning.
- Teachers include multimedia to help convey conceptual knowledge support.
- Teachers use technology to support students at their independent levels.
- Nightingale uses technology to differentiate and engage all modalities in the learning process.

An area of improvement would be the following when discussing Instructional Materials;

- A resource needs to be developed where teachers can be made aware of the instructional materials that are in the building.
- This in turn will allow teachers and students the benefit of using materials and resources that can be used in the differentiation of instruction.

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"> ✓ SGPR Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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)

Score

1 2 3 4

In regards to rigorous student tasks, Nightingale has the following practices in place;

- Teachers convey high learning expectations for all students and develop structures that enable practice and perseverance.
- Tasks are aligned to standards-based learning objectives, however they need to draw on multiple standards.
- Mathematical practices are inclusive of multiple strategies to promote divergent thinking.
- Students are expected to cite textual evidence to support their thinking.
- The implementation of the "Instructional Core Visit" has aided in professional discussions around student task and instruction

The following are areas that are in need of improvement;

- Common understanding of the definition of rigor
- Professional development in regards to rigor and rigorous task
- Assessing current resources currently in house and how those resources aide in the creation/development of rigorous student task

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). 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Antecedents Reflect Today's Higher Standards? ✓ Student Work Protocol (EQUIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1 2 3 4

With regard to transitions, college and career access and persistence, Nightingale does well in the following:

- Teachers utilize current students and staff to help transition and recover instruction that might have been lost in the relocating process.
- Case Manager and Counselor readily reach out to former schools to continue the implementation of IEP's, 504 plans and MTSS.
- Teachers closely monitor the progress of EL Learners.
- Nightingale offers Saturday School to all students to meet their individual needs.
- We have college day to promote the discussion of secondary education.
- Nightingale offers Algebra to meet the needs of our higher achieving students.
- Nightingale communicates various opportunities for parents to be partners in their child's education through Twitter and school website.
- Parents are also supported through BAC, PTA, PAC and various workshops in assisting with their child's education.

Areas of improvement would include:

- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies
- Academic planning

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

As a school, Nightingale has worked on several powerful practices. Some of those practices include:

- Tier 2 Academic Vocabulary
- Accountable talk
- Leveled Questioning.

Through these powerful practices instruction has held on to some of these practices. Students have been enabled to contribute to the content by explaining concepts to their peers via the Accountable Talk powerful practice. This has been observed by administration during both formal and informal observations.

Tier 2 Academic Vocabulary;

Students language development and academic vocabulary have been a focus through the Tier 2 Academic Vocabulary Powerful Practice. The focus of this practice was to develop and increase students academic vocabulary with intention and purpose.

- Instructors pre-planned vocabulary and the instruction around the identified words to insure student mastery.
- Intentional vocabulary teaching/mastery is observed both formally and informally.
- Although productive planning is in place, there are gaps in objectives of the lesson, anticipate student misunderstandings, and connecting content understanding to student knowledge, interest and experience.
- In order to address these gaps a new powerful practice will be developed, implemented and monitored in conjunction with purposeful professional development.

Accountable Talk/Leveled Questioning;

Using questioning and discussion techniques is our current powerful practice. Instructors are developing leveled questions with purpose using the DoK model. It has been observed by both the ILT, administrators and instructors that the pre-development of the questions to a lesson has been beneficial.

- It is beneficial because the practice provides the teachers with the opportunity to plan with the end in mind. Meaning, that the instructors are aware of what the purpose of the lesson is, what they expect the students to get out of the lesson, and what the end of the unit goal is. --Since the instructor is aware of all the previously stated, they are able to create questions that push student thinking and therefore will improve student discussion.
- While instructors have been working with the DoK model, the students have been as well.
- The instructors have taught the students how to identify the level of the questions as well as the characteristics of the level and how to respond.
- Students are able to identify "right there, recall questions" "skill and concept questions" "strategic thinking and reasoning" and the last which is "extended thinking".
- This knowledge has enabled the students to build on each others responses, and cite text evidence when needed to support or develop a claim.

Areas of Improvement;

Differentiation:

In regards to student engagement, some form of differentiation is implemented throughout instruction based on student need. However, the deficits in student engagement would be scaffolding for DL's and EL's in regards to complex task and complex texts, and, providing instruction to develop language domains for EL's.

- Administration is aware of this deficit and has begun providing professional development in regards to differentiating for EL's and developing staff deeper understanding of small group instruction.
- The professional development will continue during grade level meetings and whole staff professional development days.

SMART Goals:

It has been a long standing tradition that data is reviewed in regards to all testing. Instructors do take the data into account when designing and redesigning lessons.

- Instructors also take into account student data when re-teaching a lesson.
- Currently, under implementation is progress monitoring for both the primary and upper grade instructors.
- Grade levels have created SMART goals based on data and are currently progress monitoring students that have been identified as being part of the SMART goal.
- In regards to common assessments, some not all grade levels use common assessments and not all assessments allow for students to have multiple pathways in which to insure that students are able to demonstrate their understanding of the objective being assessed.

MTSS:

As stated earlier, instructors do use data in order to intervene in a timely and effective way to help students that are struggling. Also, when formative assessments show a need for intervention and enrichment, instructors make impromptu adjustments.

- Instructors also use progress monitoring data to trace the effectiveness of interventions and the students response to intervention via Read 180 and System 44 tool, IXL, Reading Eggs, Reading A-Z and other tools that are set in place.

Student Ownership:

Student ownership is an area where Nightingale needs development, currently many students do not have the opportunity to have a voice or a choice when discussing instructional task. Knowing this, systems have been put into place where student voice can be shared. This is done through the Student Council. Student council is involved in many school initiatives and are included in weekly administrative meetings.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

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"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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.

Score

1 2 **3** 4

In regards to "Balanced Assessments and Grading" Nightingale currently uses both Standardized Testing as well as thought formal and informal types of assessments. Instructors then use the data collected by all these assessments to provide a more comprehensive picture of student learning.

- To address the needs of students in regards to specific academic gaps, we have in place intervention systems that are specific to students in Tiers 1, 2 and 3. The systems that are in place are the Read 180 and System 44 tool, IXL, Reading A-Z, Reading Eggs, and so on.
- These programs are monitored by instructors to tailor student instruction. If a gap is still struggling academically, then the data gathered from these interventions as well as classroom interventions are compiled and used to decide if the student requires very specific academic supports.

Here are areas of improvement:

All though there has been push for the incorporation of more technology in the classroom, many assessments are still pencil paper with very little accommodation or modification in regards to language development for EL's. However, instructors do have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.

- Common assessment is also an area of need and has been discussed recently in most grade level meetings. There is a sense of urgency around the development of a school-wide pacing schedule. The the pacing schedule has been developed then the emphasis will move toward common assessments.

- Most recently both grade level teams and content area teachers met and discussed the importance equal expectations in regards to the weights of the categories within the grading scale. The instructors discussed the graded weights of assignments, projects, participation etc. The instructors then made the changes in the Gradebook and created a more unified grading expectation, not only for the instructor but all for the benefit of the students. This work allowed the assurance that grades are not used as a form of punishment, control, or compliance. As well as ensuring, consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.

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 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.
 - 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	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Nightingale currently has systems in place to address student needs in regards to MTSS. Instructors currently persist in adjusting instruction so individual student misunderstandings or advanced need are successfully accommodated. This is done through the following ways:

- Intervene in a timely and effective way too help students that are struggling. When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students. The intervention and enrichment are provided through small group instruction, Parent Mentors, Read 180 and System 44. The progress monitoring data from these systems are beneficial in understanding if the enrichment and or interventions are effective.
- Nightingale also provides universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. The interventions include: after school programs, Saturday School, small group instruction, Progress monitoring tools such as Read 180, System 44, IXL, TRC, Dibles, IDEL, Mclass Math etc. For attendance, an attendance team has been formed and is expanding. The attendance team is currently working with students in grades K-8 who are considered truant and or chronically truant. The students are assigned to a specific team member who then with the student create small achievable goals that allow students to earn incentives that in return will improve attendance. The team members are aware of protocols to use when having to meet with or call to speak with parents in regards to their child's attendance. The goal of the attendance team is to identify students that are off track due to low attendance and poor course attendance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- Through the use of our current progress monitoring systems, with the information gathered, collaboration and work as teams of teachers and Related Service Providers too plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.
- This is accomplished by monitoring students requiring and receiving targeted and intensive instructions/interventions. Determine appropriate interventions for students of groups of students not making adequate progress. Using progress monitoring data to track effectiveness of interventions and student response to intervention. Nightingale is also effective at communicating with parents/guardians about the additional supports and /or interventions provided for their child to better align school and home environments.

With all the above in place and functioning well, there are areas of improvement.

- Using the Problem Solving Process to plan Tier 2 and 3 instruction/interventions
- Implementation of Personal Learning Plans.

Guide for Multi-Tiered System of Supports

- **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) 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	<ul style="list-style-type: none"> ✓ 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 ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

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

Create a culture that reflects a shared belief in the importance of learning and hard work.

- Utilizes strategies for daily attendance through the creation of an attendance team that uses various strategies and incentives to encourage students and families to attend school daily.
- Make learning goals relative to students through tiered interventions, Individual Learning Plans, and creation of individual learning goals for all students.

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 through the use of bulletin boards, the school marquee, affirmation posters and staircase banners, behavioral and academic reminders, morning announcements focused on various areas of academics.
- Differentiate expectations so all students stretch to not only meet but exceed personal learning goals through the use of individual learning goals for all students.
- Recognize high levels of student achievement. All students receive recognition through A honor roll breakfast with parents, medals and certificates for AB honor roll, attendance awards and PBIS rewards such as picnics and game days.
- Encourage student resilience and hard work through the use of Class Dojo and PBIS badges. Teachers in the primary grades give students positive recognition using class Dojo by awarding positive points. Other teachers give PBIS badges as rewards for positive behaviors and efforts on classwork and class participation.

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. From kindergarten on students are trained on getting into the habit of checking their own work and taking responsibility for their own learning.

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 through comments on paper, individual conversations, use of class Dojo and weekly progress reports that are sent home.
- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning through the use of rubrics, class discussion and individual conferences.

Develop academic mindsets and behaviors.

- Encourage students' sense of belonging to the school and classroom community (see Relational Trust) through school wide classroom competitions, involve students in decision making, and encouraging students to see themselves as stakeholders by developing a sense of ownership in the classroom.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SCAIP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ ASCA Mindsets & Behaviors

Relational Trust:

Score

1 2 3 4

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.

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. All students have at least one adult they can trust. Over 147 students are serviced through a daily check-in check-out program.

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. Staff have all been trained and implement restorative practices.

According to the 5 Essentials survey 94% of our students report that they feel they are respected by their teachers.

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.

- Create opportunities for students to build positive relationships with peers through peace circles, restorative conversations and classroom behavior monitors.
- Create opportunities for older students to mentor younger students through reading buddies.

According to the 5 Essentials survey 71% of our students report that there are positive student to student relationships at this school. In comparison, similar schools averaged 59% and CPS averaged 55%.

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). Create opportunities for students to learn about the community Nightingale has a good relationship with catholic charities one of our community based organizations that works with some of our students. Students are engaged in other community based projects such as the canned food drive, YMCA, the PAWS collections.
- Provide training to engage diverse families and communities through parent committee sponsored workshops.

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. Teachers who are considered experts in different areas of their professional practice are asked to join ILT, provide PD for staff, work in collaboration within grade level members and are often used as resources for novice teachers.
- 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 through the use of monthly temperature checks performed by school administrator.
- 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) through multiply volunteer opportunities i.e. academic nights, open house, committee meetings.

Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing through various community organizations such as Catholic Charities, YMCA, SWOP.

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
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Study politics

-Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics through our seventh grade curriculum, the opportunity for students to participate in student council election and the opportunity to visit actual polling places when elections are held in the school gym.
Student Voice, engagement and civic life

Engage in discussions about current and controversial issues.

-Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
-With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another. Students engage in debates, current events and scholastic news are used to learn about and discuss issues that are important to them.

Exercise student voice

-Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school. Students are given the opportunity to participate in student council. Members of the student council are invited to participate in our weekly administrative meetings and are given the opportunity to help make decisions.

In order to further develop this subset of the CIWP Framework, our school plans to:

- Design learning experiences that enable students to explore how their own identities, influence their lived experiences and perspectives.
-Give student council a larger role in addressing school based issues and forming school policy as it relates to school.
-Give students the opportunities to interact with civic leaders by inviting them to classrooms.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.

- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - **Authentically interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVC) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school through the use of routines and procedures for arrival and dismissal.

Provide clear procedures for reporting safety concerns- staff is knowledgeable about procedures through school wide emergency plan and incident reports.

Manage efficient and orderly transitions between activities.

-Manage classroom routines and procedures to maximize instructional time.

-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 through the PBIS framework.

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. When disciplinary issues arise there are no suspension unless absolutely necessary, there are restorative conversations before students are sent back to class in order to minimal disruption.

According to the 5 Essentials survey 76% of our students report positive feelings about school safety. In comparison, similar schools averaged 63% and CPS averaged 72%.

In order to further develop this subset of the CIWP Framework, our school plans to:

-Clarify criteria for office referrals

-Give students more of a voice in implementing solutions to improvement initiatives.

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.
- **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.
- **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 Teaching¹✓ 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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">2a. Creating an Environment of Respect and Rapport2c. Managing Classroom Procedures2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Social Emotional Learning Supports \(cps.edu/psl\)](#)

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.

PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
-A team meets regularly to organize systems that support a restorative environment. Behavioral health team meets biweekly to go over routines.
-Engage families as partners- The school engages parents through participation in SWOP, BAC, PAC, PTA and family nights.
-Contact families frequently to inform them of positive student behavior and progress. Teachers are communicating more with parent through apps like Class Dojo and informing them of positive student behavior.

INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
-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.

RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions. (restorative conversations, peace circles, Tiered supports, BAM, catholic charities, individual and group counseling)Our school has a Dean who manages behavior consistently.
-Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning. All staff has received PD on restorative conversations.
-Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community. Students are very rarely suspended due to disciplinary infractions.

In order to further develop this subset of the CIWP Framework, our school plans to:
-Our school will purchase and implement a SEL curriculum.
-Teachers will intentionally teach competencies outlined in SEL standards and will use discipline as an opportunity to teach these skills.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

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). Workshops given by parent committees that are publicized through our marquee, monthly newsletter and calendar, and our school website.

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback through coffee with the principal, monthly LSC meetings and parent committee meetings.

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 such as monthly BAC meetings.

-Share best practices around learning and development with parents to support students at home through teacher lead parent training.

-Inform parents of attendance expectations and the impact of attendance on a student's trajectory. Attendance data is sent home with students who are not meeting the 95th percentile as mandated by CPS.

-Promote the use of Parent Portal and Parent University to connect and engage parents with school. Our school offers Parent portal training during report card pick up.

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 Our school partners with Catholic charities and we complete home visits when students have excessive absences.

Provide proactive communication (e.g. parent handbook and resources) website fliers. Information is provided to parents in their native language on the school marquee, monthly calendar/newsletters, and the school website.

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.

According to the 5 Essentials survey 99% of our teachers report that they feel that teachers and parents are partners in improving student learning; 77% of teachers report that they feel like parents are active participants in their child's schooling.

Guide for Parent and Family 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

- ✓ 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

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust

Five Essentials: Involved Families

MTSS Framework: Family & Community Engagement

CPS Framework for Teaching: 2c. Managing Classroom Procedures, 4c. Communicating with Families

CPS Performance Standards for School Leaders: D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐

3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Presently, Nightingale students in grade 3-8 have shown growth in reading better than 70 percent of students nationwide. Our goal for 2018-2019 is to attain the 73 percentile, and our goal for 2019-2020 is to attain the 76 percentile. Nightingale's plan for reaching said goals includes the development of smart goals, continuing teacher powerful practices, refining our curriculum, purchasing materials and technology to aid student learning, continue after school programs for students who are approaching a higher quadrant, and Saturday school in the Spring.	90.00	70.00	82.00	73.00	76.00
National School Growth Percentile - Math					
Presently, Nightingale students in grades 3-8 have shown growth in math better than 65 percent of students nationwide. Our goal for 2018-2019 is to attain the 67.5 percentile, and our goal for 2019-2020 is to attain the 70 percentile. Nightingale's plan for reaching said goals includes the development of smart goals, continuing teacher powerful practices, refining our curriculum, purchasing materials and technology to aid student learning, continue after school programs for students who are approaching a higher quadrant, and Saturday school in the spring.	70.00	65.00	90.00	67.50	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Presently, 58.7% of Nightingale Students are meeting or exceeding the National Average Growth Norms. Our goal for 2018-2019 is to attain the 60 percentile, and our goal for 2019-2020 is to maintain the 60 percentile. Nightingale's plan for reaching said goals includes the development of smart goals, continuing teacher powerful practices, refining our curriculum, purchasing materials and technology to aid student learning, continue after school programs for students who are approaching a higher quadrant, and Saturday school in the spring.	63.80	58.70	70.00	60.00	60.00

African-American Growth Percentile - Reading

NA	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Reading

We maintained the same percentile goal for our school year 18/19 due our inability to reach the 82 percentile in the 17/18 school year. The school kept the same goal for the 19/20 school year because we wanted a percentile that can be met and preserved.	91.00	68.00	82.00	82.00	82.00
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English Learner Growth Percentile - Reading

We set our 18/19 and 19/20 goals at the 93 percentile because we have already validated them and shown sustainability in school year 17/18	95.00	93.00	64.00	93.00	93.00
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Diverse Learner Growth Percentile - Reading

We set our 18/19 and 19/20 goals at the 87 percentile because we have already validated them and shown sustainability in school year 17/18	91.00	87.00	33.00	87.00	87.00
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African-American Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Math

Currently 65 working towards 67.5 for the 2018-2019 school year & a score of 70 for the 2019-2020 school year. This will be achieved by providing Sat school, after school help, progress moitoring, teacher smart goals data review	69.00	65.00	88.00	67.50	70.00
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English Learner Growth Percentile - Math

Currently scored 81 for the 2017-18 school year Will working to maintain our scores by Sat school, after school help, progress monitoring, teacher smart goals, & data review.	65.00	81.00	95.00	81.00	81.00
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Diverse Learner Growth Percentile - Math

Currently have a score 82 For the 2018 -19 & the 2019 - 20 school year our goal is 82. Will work to maintain our scores by having Sat school, after school help, progress monitoring, teacher smart goals & data review.	45.00	82.00	88.00	82.00	82.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on our data, our trends indicate that we have made growth over time in attainment. By moving in small increments we feel we can better sustain the progress over an extended period of time. We will do this by focusing on our curriculum and adapting our teaching to the needs of all of our learners. We will use our data and assessment to drive our instruction. Our pd and peer coaching will focus on teaching to produce attainment over time and offer continued supports to those teachers who need it.	57.00	61.00	55.00	64.00	67.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on our data and our current trends we want to continue the momentum upwards. We want to keep our gains manageable and attainable over time. We will do this by focusing on our curriculum and adapting our teaching to the needs of all of our learners. We will use our data and assessment to drive our instruction. Our pd and peer coaching will focus on teaching to produce attainment over time and offer continued supports to those teachers who need it.	58.00	63.00	72.00	66.00	69.00
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National School Attainment Percentile - Reading (Grade 2)

Because there was a loss in attainment, the goal now is to increase attainment steadily by focusing on targeted groups of students and differentiating instruction to meet their needs. Students will be exposed to computer skills required for NWEA in order better prepare them for standardized tests at a younger age. A heavy emphasis on peer coaching and teacher training will be geared towards the k-2 teaching staff in an effort to increase rigor within the curriculum.

64.00 39.00 37.00 39.50 40.00

National School Attainment Percentile - Math (Grade 2)

We have chosen to increase our National School Attainment Percentile for Math in 2nd grade by increasing from the 11th percentile to the 14th percentile in 2018-2019 and to the 17th percentile in 2019-2020. We have chosen to increase our percentile by three points because we feel that these are attainable and sustainable goals for our students. We will be achieving our goal by making curriculum and instruction a priority on our CIWP. Increasing teachers professional capacity will in turn help us increase student outcomes in mathematics.

63.00 11.00 46.00 14.00 17.00

% 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 by 2 percentage points each year.

35.60 (Blank) 57.00 37.60 40.00

Average Daily Attendance Rate

We have chosen to increase our Average Daily Attendance Rate from 95.8 to 96 because this is an attainable and sustainable goal for our school. Our school has implemented an attendance committee that meets with students who are not meeting the CPS required 95% attendance rate. Teachers follow up with students on a regular basis and provide incentives for increased attendance. This committee will continue to be a part of the Nightingale community.

96.00 95.80 95.50 96.00 96.00

My Voice, My School 5 Essentials Survey

Our current rating on the 5 Essentials survey is Well Organized. We plan to maintain this rating by continuing to support teachers and staff, encourage parent participation, and maintain a safe and inviting school for students.

(Blank) (Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we create a flexible schedule to accommodate for teacher planning, implementation and revision of curriculum maps while assessing all resources and prioritize them by need

a horizontal and vertical alignment in K-8 curriculum

a more intentional and cohesive curriculum therefore increasing students' agency, authority and identity

Tags:

Aligned resources, Alignment, Aligned curriculum, Allocate funds, Alignment assessment

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Paid time to develop content area curriculum maps using Flex time to meet as teams.

Administration

Aug 1, 2018 to Jun 3, 2019

Not started

Curriculum maps, Curriculum alignment, Curriculum development, Curriculum and instruction

Create a flexible schedule for teachers to accommodate for planning, implementation, and revision of curriculum maps.	Administration	Aug 13, 2018 to Sep 4, 2018	Not started
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Curriculum Design, Scheduling, Curriculum maps, Professional learning calendar

Assess all materials and prioritize by need to correspond to developed curriculum maps.	Teachers	Sep 4, 2018 to Nov 2, 2018	Not started
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Instruction, Resource alignment

Strategy 2

If we do...

...then we see...

...which leads to...

identify opportunities for professional development, following curriculum maps as guides, and dissemination and coaching of instructional strategies	growth in teacher practice	increased curriculum rigor and student engagement.
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Tags:
Instruction, Professional development

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Strengthen our school-wide curriculum through implementation of curriculum maps that will be developed and revised during grade levels, flex time and summer planning. Publishing quarter 1 by June 2018 and revising quarter 1 by summer 2018.	All Teachers	Nov 5, 2018 to Nov 5, 2019	Not started

Curriculum maps, Planning for instruction, Reflective practice

Provide funds for teachers to pursue professional development in the area of reading in the primary grades, math in the middle and upper and SEL school-wide. Share information with staff through weekly bulletin, grade level meetings and Principal directed professional development days	Admin and Teachers	Apr 19, 2018 to May 21, 2018	Not started
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Instruction, Professional development, Collaboration, Teacher leadership

Build teacher leaders through the process of sharing professional development, implementing strategies through safe practice, providing peer observations and receiving actionable feedback.	Teachers	Aug 27, 2018 to Aug 27, 2019	Not started
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Professional development, Teacher feedback, Teacher leaders

Teachers will be given an opportunity to engage in a lesson study. Colleagues will observe each other on lessons outlined in the curriculum map to ensure fidelity.	Teachers	Sep 4, 2018 to Sep 4, 2019	Not started
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Instruction, Collaboration, Teacher feedback, Reflective practice

Strategy 3

If we do...

...then we see...

...which leads to...

create a common understanding around cognitive demands and incorporate a rubric to gauge the level of rigor within aligned curricular	a greater implementation of differentiated rigorous task	an increase in relevant and more purposeful student learning
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tasks and use it as a guide to identify the necessary professional development and resources to ensure differentiation is successful.

Tags:

Professional development, Cognitive demand, Rigor, Rubric, Rigorous task, Student learning and achievement

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Develop a survey to gauge the staff's understanding of rigor and differentiation	Teacher leaders/Admin	Aug 27, 2018 to Sep 30, 2018	Not started
Analyze survey data on rigor/differentiation to plan future professional development	Teacher leaders/Admin	Aug 27, 2018 to Sep 30, 2018	Not started
Provide professional develop with the purpose of increasing the level of rigor in student task as well as differentiation	Teacher leaders/Admin	Sep 30, 2018 to Nov 2, 2018	Not started
Select a diverse team to adopt a rubric for the purpose of assessing differentiated rigorous task throughout the entire instructional program.	ILT, PPLC	Nov 3, 2018 to Dec 2, 2018	Not started
Collect student work samples for purpose of analysis	Teaching staff	Dec 2, 2018 to Jan 7, 2019	Not started
Provide feedback and determine the next steps to increase rigor school-wide via differentiated student task.	ILT, PPLC	Dec 2, 2018 to Jan 7, 2019	Not started
Create teacher checklist to identify current materials and their ability to facilitate rigorous and differentiated instruction.	PPLC/Teachers	Nov 2, 2018 to Dec 2, 2018	Not started
Align and allocate resources to the appropriate grade bands and content areas.	PPLC/Teachers	Dec 2, 2018 to Jan 7, 2019	Not started
Create a resource directory of curricular materials available in the building that can be used for rigorous and differentiated instruction.	PPLC/Teachers	Jan 7, 2019 to Jun 30, 2020	Not started

Strategy 4

If we do...

train the staff on our SEL curriculum, implement it with fidelity, continue to conduct school wide temperature checks that follow up with team building activities and create more opportunities for parents to become involved

...then we see...

a shift towards a more positive school wide culture and climate

...which leads to...

a strong relational trust between families and staff that will filter down to students creating a safe and healthy learning environment.

Tags:

Parent involvement, Sel mtss, Staff interaction

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
With funds allocated by CPS, Second Step, a SEL curriculum will be purchased for grades K - 8th.	Admin	Jun 21, 2018 to Aug 1, 2018	Not started
Sel mtss, Sel curriculums			
SEL Network specialist will provide Nightingale staff with specific professional development based on the Second Step SEL curriculum.	Lorena Arrevalo	select	Not started
Professional development, Sel mtss, Sel curriculums			
Share a scope and sequence plan and classroom time allocation schedules with all staff who will be implementing SEL curriculum.	SEL committee	Aug 27, 2018 to Aug 31, 2018	Not started
Sel mtss, Curriculum map			
Plan for and engage staff in team building activities during professional developments in order to strengthen staff relationships.	Admin	Aug 27, 2018 to Jun 21, 2019	Not started
Team building, Positive interactions			
Survey staff about the effectiveness of team building activities in creating positive teacher to teacher relationships	Admin	Aug 27, 2018 to Jun 21, 2019	Not started
Team building, Positive interactions, Teacher surveys			
Strengthen the parent volunteer program by having the principal encourage the parents to become more involved during her monthly "Coffee with the Principal" meetings, and also have staff encourage them during Open House and Report Card Pick Up	Admin, Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Parent involvement, Parent meetings			
Provide incentives to those parents who volunteer their time to work with students.	Admin, Teachers	Sep 3, 2018 to Jun 21, 2019	Not started
Parent involvement, Incentives			
Publicly acknowledging volunteers at the end of the year award ceremony and luncheon.	Admin, Teachers	May 20, 2019 to May 24, 2019	Not started
Incentives, Awards, Parent volunteer			
To ensure Second step is being delivered with fidelity the counselor and dean will provide support by observing classes and giving feedback.	Counselor, Dean	Sep 4, 2018 to Sep 4, 2019	Not started

Collaboration, Teacher feedback, Sel curriculums

Action Plan

Strategy 1

NOT STARTED Paid time to develop content area curriculum maps using Flex time to meet as teams."
 Aug 01, 2018 to Jun 03, 2019 - Administration

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Create a flexible schedule for teachers to accommodate for planning, implementation, and revision of curriculum maps."
Aug 13, 2018 to Sep 04, 2018 - Administration

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Assess all materials and prioritize by need to correspond to developed curriculum maps."
Sep 04, 2018 to Nov 02, 2018 - Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

Strategy 2

NOT STARTED

Strengthen our school-wide curriculum through implementation of curriculum maps that will be developed and revised during grade levels, flex time and summer planning. Publishing quarter 1 by June 2018 and revising quarter 1 by summer 2018."

Nov 05, 2018 to Nov 05, 2019 - All Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED

Provide funds for teachers to pursue professional development in the area of reading in the primary grades, math in the middle and upper and SEL school-wide. Share information with staff through weekly bulletin, grade level meetings and Principal directed professional development days"

Apr 19, 2018 to May 21, 2018 - Admin and Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED

Build teacher leaders through the process of sharing professional development, implementing strategies through safe practice, providing peer observations and receiving actionable feedback."

Aug 27, 2018 to Aug 27, 2019 - Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED
Teachers will be given an opportunity to engage in a lesson study. Colleagues will observe each other on lessons outlined in the curriculum map to ensure fidelity."

Sep 04, 2018 to Sep 04, 2019 - Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

Strategy 3

NOT STARTED Develop a survey to gauge the staff's understanding of rigor and differentiation"
Aug 27, 2018 to Sep 30, 2018 - Teacher leaders/Admin

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Analyze survey data on rigor/differentiation to plan future professional development"
Aug 27, 2018 to Sep 30, 2018 - Teacher leaders/Admin

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Provide professional develop with the purpose of increasing the level of rigor in student task as well as differentiation"
Sep 30, 2018 to Nov 02, 2018 - Teacher leaders/Admin

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED
Select a diverse team to adopt a rubric for the purpose of assessing differentiated rigorous task throughout the entire instructional program."

Nov 03, 2018 to Dec 02, 2018 - ILT, PPLC

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Collect student work samples for purpose of analysis"
Dec 02, 2018 to Jan 07, 2019 - Teaching staff

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Provide feedback and determine the next steps to increase rigor school-wide via differentiated student task."
Dec 02, 2018 to Jan 07, 2019 - ILT, PPLC

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Create teacher checklist to identify current materials and their ability to facilitate rigorous and differentiated instruction."
Nov 02, 2018 to Dec 02, 2018 - PPLC/Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Align and allocate resources to the appropriate grade bands and content areas."
Dec 02, 2018 to Jan 07, 2019 - PPLC/Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

NOT STARTED Create a resource directory of curricular materials available in the building that can be used for rigorous and differentiated instruction."
Jan 07, 2019 to Jun 30, 2020 - PPLC/Teachers

Status history

May 17

NOT STARTED May 17, 2018
Evidence

Strategy 4

NOT STARTED With funds allocated by CPS, Second Step, a SEL curriculum will be purchased for grades K - 8th."
Jun 21, 2018 to Aug 01, 2018 - Admin

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED SEL Network specialist will provide Nightingale staff with specific professional development based on the Second Step SEL curriculum."
- Lorena Arrevalo

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Share a scope and sequence plan and classroom time allocation schedules with all staff who will be implementing SEL curriculum."
Aug 27, 2018 to Aug 31, 2018 - SEL committee

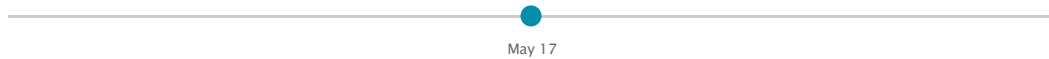
Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Plan for and engage staff in team building activities during professional developments in order to strengthen staff relationships."
Aug 27, 2018 to Jun 21, 2019 - Admin

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Survey staff about the effectiveness of team building activities in creating positive teacher to teacher relationships"
Aug 27, 2018 to Jun 21, 2019 - Admin

Status history



NOT STARTED May 17, 2018
Evidence

NOT STARTED Strengthen the parent volunteer program by having the principal encourage the parents to become more involved during her monthly "Coffee with the Principal" meetings, and also have staff encourage them during Open House and Report Card Pick Up"

Sep 03, 2018 to Jun 21, 2019 - Admin, Teachers

Status history

May 17

NOT STARTED

May 17, 2018
Evidence

NOT STARTED

Provide incentives to those parents who volunteer their time to work with students."
Sep 03, 2018 to Jun 21, 2019 - Admin, Teachers

Status history

May 17

NOT STARTED

May 17, 2018
Evidence

NOT STARTED

Publicly acknowledging volunteers at the end of the year award ceremony and luncheon."
May 20, 2019 to May 24, 2019 - Admin, Teachers

Status history

May 17

NOT STARTED

May 17, 2018
Evidence

NOT STARTED

To ensure Second step is being delivered with fidelity the counselor and dean will provide support by observing classes and giving feedback."
Sep 04, 2018 to Sep 04, 2019 - Counselor, Dean

Status history

May 17

NOT STARTED

May 17, 2018
Evidence

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.

ESSA Program

ESSA 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.

ESSA 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

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The 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 and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The 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 (TBD) and the Title 1 PAC Organizational Meeting will be held on (TBD)

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

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 notes 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.

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 School report.

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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

This is usually accomplished by setting up parent portal meeting times. Active members of 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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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, knowing this it is being considered to open those workshops that are SWOP specific in regards to how to teach reading and math strategies to students to all parents. Our PAC Committee has begun and will continue to bring workshops to the community at large that are focused on improving the academic success of our students by educating our parents. Nightingale also has preschool classes for parents. These classes aide parents in knowing how to help their preschoolers at home. Nightingale also encourages pre-school parents to volunteer in the classrooms.

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

This is priority is achieved by having our educators participate in a parent committee, teachers presenting workshops to parents and teachers hosting classes for parents. It is also being considered on how staff can effectively communicate with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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, knowing this it is being considered to open those workshops that are SWOP specific in regards to how to teach reading and math strategies to students to all parents. Our PAC Committee has begun and will continue to bring workshops to the community at large that are focused on improving the academic success of our students by educating our parents. Nightingale also has preschool classes for parents. These classes aide parents in knowing how to help their preschoolers at home. Nightingale also encourages parent volunteers through out the school but especially in preschool.

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

All letters, invitations, and calendars are sent home in both English and Spanish. All important information is 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

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

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

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

N/A

School-Parent Compact

Complete

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

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 and family members 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Funds will be used to increase student achievement through parental involvement by providing workshops for parents. Inquiry on community needs will decide the topics of these workshops.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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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
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	2000	.00
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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)

\$	3048	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	Amount	.00
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<p>54205</p>**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
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement 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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