Florence Nightingale Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 4 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Leadership for Continuous Improvement Both LLI, SEL were implemented after the creation of the first CIWP. What is our vision for Nightingale? As an ILT what would our vision be as we move forward and share that information. Students and parents may not be aware of our school wide vision. Sharing this information is needed within the school and the parents. Our leadership team is present within staff, but the parent component is missing. -At an early age we talk about college and collective responsibility we are all responsible for our kids. In the hallways we help each other, it is a community here, We are all helping the Social and Emotional as well as the SEL program. Recess and lunch time everyone is trying to work together to make everyone feel safe. The teachers working with the resource teachers and collaborate on what we can do to work collaboratively. Attendance team works with students, SEL is restorative and help students with their ability to reason and improve. -Work on the bulletin to share what we have going on in the school. At grade levels we are all heard to share out. We are encouraged to be leaders. There are people that still hold back when they are not being heard, however, can we be held responsible if a person is holding back when not being heard. We present the opportunities to share but are we to be held accountable for that. We are role models, if we have questions it needs to be asked, if we want to be those role models we have to walk the walk and talk the talk. All staff may not feel lifted up for their positive contributions. We have a shout out board, so that we can lift up those pockets of individuals that do not get recognition throughout the day. Thinking about the SWOP program and the program works well with students and the professional development that they have on Friday. -As a school we regularly communicate expectations for staff. However, in regards to the problem solving process, what does that look like? We have a PPC and a PPLC but they are not running efficiently
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- o 2 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 4 Align the budget to the CIWP priorities and the mission of the school
- o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: We currently use NWEA data and created student priority groups. We are going to begin to progress monitor the academic progress of the students in these groups. The goal is for the students to show improvement from MOY to EOY. To continue with the discussion of students, with a school as large as Nightingale schedules must be purposeful and full of intention. With that belief our current schedule allows for our primary students to have an uninterrupted reading block. The schedule also allows for our upper grade teacher to meet as a content level across grade level. Other areas of where we show strong structure in Continuous Improvement: a full functioning ILT, a schedule that is responsive to student needs, alignment of budget and CIWP. There is an area of need for teachers to be responsive to the changes that the school is going through in regards to instruction. There are teachers that plan well, there are teachers that have an understanding and plan well for the students. There are teachers that are not open to following what the school is trying to implement school wide for instruction. Walk throughs are needed to be able to identify those teachers that are struggling. Here are some guiding questions the CIWP is pondering when looking at this priority:How can LSC actively support SEL? This is an area of growth for the LSC?

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: At Nightingale our current ILT team is currently reviewing and discussing how Lesson plans are completed. The hopes it to create a mindset change in that lesson plans should not be seen as a compliance document but as an instructional tool. This instructional tool would take into the account the curriculum maps developed by teachers, common core standards, and the creation of rigorous student task. As part of our weekly principal meetings, teachers and admin participate in Weekly Data Meetings, where student work is discussed in detail. During the WDM we insure that the curriculum and the student

task are aligned to the standards. There is also a focus on vocabulary development within the content areas. An area of growth for us would be around encompassing other cultures.

- 2 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 1 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: In regards to instruction we as a school have been through many powerful practices, the practices that still stick with us today is Questioning and Discussion Techniques and the incorporation of the styles and levels of questioning happening in the classroom. We have worked intently with Depth of Knowledge (DoK) and have begun working on small group and differentiated instruction. An area of growth for Nightingale is around Student Feedback, Progress monitoring and the academic gap that follows our EL and DL population. In regards to student feedback, students are not self regulating. As a school we are not giving individual feedback or creating student specific goals. In regards to progress monitoring this is an area of growth that we are just beginning to explore. Finally, with the EL and DL population how are closing the academic gap if at all?
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- o **Evidence**: We have put a protocol in place where school assessment data is looked at weekly, that monitors for students progress.
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Nightingale has a set tiering criteria that is implemented with fidelity.
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Our middle school students work consistently with Naviance with support of our school counselor.

Quality and Character of School Life

- 3 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: According to our recent student climate survey there were many reports that students have positive interactions with adults in the building.
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues

- o 2 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: We have a functioning Students Council and Mikva Challenge student voice committee.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: We ensure that students and adults feel physically, socially, intellectually and emotionally safe throughout the school.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: When responding to discipline the integration of universal SEL skills are used.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Nightingale has established a welcoming environment for families, community members and all stakeholders.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Increase in National School Growth Percentile in Math (3-8) all students.
Root Cause 1	Unsure how to use the data and learning continuum to give students the differentiation they need
Area of Critical Need 2	Literacy attainment among students in grades 3-8
Root Cause 2	Structured Reading Block Needed: Guided reading, independent reading. Choosing components we all agree uppn school wide.
Area of Critical Need 3	Increase of Students making sufficient annual progress on ACCESS
Root Cause 3	Understanding how to provide ESL Insturction. We need to be intentional with ESL
Area of Critical Need 4	Literacy attainment among students with IEPs in grades 3-8
Root Cause 4	A larger focus is on whole group grade level instruction, small group instruction may not be intentionally targeting student foundational skill deficits thus creating a larger gap

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) Percent of students making/exceeding National Average Growth Norms was selected in efforts to support students with becoming college and career ready.	Overall		65.50	70.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) National School Attainment Percentile for Reading was selected in efforts to support students with becoming college and career ready.	Overall		68.00	70.00
	Students with IEPs		9.50	10.50
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	Overall		33.30	35.30

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Percent of students making sufficient annual progress on ACCESS was selected in efforts to support students with becoming college and career ready.				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Our goal is to maintain our well-organized status.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If our ILT provides the professional learning opportunities to our staff to ensure the alignment of differentiation and progress monitoring using the learning continuum to support our students
Then we see...	then we see an improvement in the quality of instruction and the delivery of consistent differentiation though a more student focused and data driven culture
which leads to...	by the end of SY20-22 we will achieve the 70th percentile growth in Math on the NWEA assessment
Budget Description	We will need to invest time on PD as a school on learning how to read and interrupt data from the NWEA leaning continuum. We will also need PD on how to take this information and use it to successfully progress monitor students progress while differentiating their

	instruction. The people that will be the front runners of this learning and planning will be the ILT, Teacher Leaders, Trailblazers and Admin. Funds will be used to continue our partnership with Innovare. Innovare is a consulting company that assist Admin as well as ILT and Teacher Leaders with NWEA data comprehension and planning effective instruction.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment
Action steps	(Not started) Planning on-going PD on the learning continuum for entire staff Tags:Assessment: Monitoring Student Learning to Support Growth (Not started) Explore Student Assessment System to assist with progress monitoring Tags:Assessment: Checkpoint Student Assessment System (Not started) Include the learning continuum as we continue with Data Meetings at grade level/content meetings Tags:Assessment: Monitoring Student Learning to Support Growth

Strategy 2

If we do...	If provide support to our teachers to revise their reading schedule for PreK-4 and 5th-8th to include balanced literacy components with a focus on mini lessons, independent reading and guided reading
Then we see...	then we see a structured and consistent reading block that entails these components and is driven by student performance data to ensure the differentiation of supports
which leads to...	By the end of SY20-22 we will achieve 70th attainment percentile in reading on the NWEA assessment.
Budget Description	We will need to invest time on PD as a school on learning the following components of balanced literacy: mini lesson, independent reading and guided reading. ILT and teacher leaders will need to develop an intentional reading block that encompasses the specified components of balanced literacy. Those same ILT members and Teacher Leaders will create a "Look For" tool that will be used at first to monitor the implementation of the balanced reading block components and then move into monitoring of the effectiveness of the instruction of those components.
Tags	Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: P-2 Balanced Literacy

Action steps	(Not started) Provide PD to staff in regards to what balanced literacy entails. Be explicit with what the expectations are with the mini lesson, independent reading and guided reading. Tags:Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Develop a consistent and intentional reading block schedule Tags:Literacy: Shift 4-21st Century Professional Learning (Not started) Create a look for tool to monitor the implementation of the reading block. Tags:Teacher Leader Development & Innovation: Teacher Teams

Strategy 3

If we do...	If our Network 8 OLCE Bilingual Specialist and ELPT provide intentional ESL PD to teachers around in planning and instruction
Then we see...	then we will see a school wide ESL structure, an improvement in the quality of ESL instruction, and teachers addressing EL student needs more effectively
which leads to...	an increase in the percent of students making annual progress on ACCESS from 30.5 to 35.30 by EOY SY 20-22
Budget Description	We will need to invest time on PD as a school on learning how to provide intentional instruction in regards to ESL for our Bilingual Students. The ELPT and the Network OLCE Representative will develop PD that will allow teachers to engage in planning effective instruction in regards to the needs of our EL's. This work will then develop into differentiating appropriately based on EL student language needs by incorporating the use of Can Do Descriptors and Modified Performance Indicators.
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, OLCE
Action steps	(Not started) Provide PD on the planning and instruction of ESL Tags:OLCE (Not started) Interpret and understand how ACCESS scores align to Can Do Descriptors to allow for differentiation in regards to language acquisition Tags:OLCE (Not started) Provide PD on how to write intentional and purposeful language objectives

	Tags:OLCE

Strategy 4

If we do...	If we partner with our District Representative and Special Education Administrator to engage our DL teachers in PD on IEP goal development and progress monitoring for our students with IEP's
Then we see...	then we will see support provided to our teachers to develop higher quality IEP Goals that are aligned to student areas of needs and have clear progress monitoring measures
which leads to...	an increase in Reading attainment for students with IEP's in grades 3-8 from the 8th percentile to the 15th percentile on SY 20-22 NWEA
Budget Description	We will need to invest time on PD as a school on learning how to read and interrupt data from the NWEA and the leaning continuum in order to be able to identify academic areas for growth of our students with an IEP. Using this data as well as progress monitoring data to insure that IEP goals are written with intentionality and allow for students, the ability to close the academic gap. Along with the intentional development of the IEP goals, differentiation will be an expectation that will allow for targeted instruction based on academic need.
Tags	ODLSS: District Representatives, ODLSS: Early Childhood, ODLSS: Instructional Quality, ODLSS: Special Education Administrator
Action steps	(Not started) Use of student data to identify academic areas of growth Tags:ODLSS: District Representatives, ODLSS: Instructional Quality, ODLSS: Special Education Administrator (Not started) Differentiated, intentional and purposeful small group planning in regards to student academic need Tags:ODLSS: District Representatives, ODLSS: Instructional Quality, ODLSS: Special Education Administrator (Not started) Looking at student IEP goals in regards to Reading and comparing those goals to individual student data collection to insure the IEP goals and data are aligned Tags:ODLSS: District Representatives, ODLSS: Instructional Quality, ODLSS: Special Education Administrator

Action Plan

Strategy 1

Planning on-going PD on the learning continuum for entire staff

Jul 27, 2020 to Jul 31, 2020 - ILT and Teacher leaders

Explore Student Assessment System to assist with progress monitoring

Sep 08, 2020 to Sep 29, 2020 - Trailblazers members (Senf, Thibeau, Ramos)

Include the learning continuum as we continue with Data Meetings at grade level/content meetings

Sep 17, 2020 to Jun 17, 2021 - Teachers and Admin

Strategy 2

Provide PD to staff in regards to what balanced literacy entails. Be explicit with what the expectations are with the mini lesson, independent reading and guided reading.

Aug 31, 2020 to Sep 03, 2020 - ILT and teacher leaders

Develop a consistent and intentional reading block schedule

Aug 31, 2020 to Sep 03, 2020 - ILT and teacher leaders

Create a look for tool to monitor the implementation of the reading block.

Nov 03, 2020 to Nov 24, 2020 - ILT and teacher leaders

Strategy 3

Provide PD on the planning and instruction of ESL

Aug 31, 2020 to Sep 03, 2020 - ELPT Network 8 OLCE Specialist

Interpret and understand how ACCESS scores align to Can Do Descriptors to allow for differentiation in regards to language acquisition

Aug 31, 2020 to Sep 03, 2020 - ELPT Network 8 OLCE Specialist

Provide PD on how to write intentional and purposeful language objectives

Nov 06, 2020 to Nov 06, 2020 - ELPT Network 8 OLCE Specialist

Strategy 4

Use of student data to identify academic areas of growth

Aug 31, 2020 to Jun 22, 2021 - Case Manager DL Teacher Gen Ed Teacher District Rep and SpEd Admin

Differentiated, intentional and purposeful small group planning in regards to student academic need

Aug 31, 2020 to Jun 23, 2021 - Case Manager DL Teacher Gen Ed Teacher District Rep and SpEd Admin

Looking at student IEP goals in regards to Reading and comparing those goals to individual student data collection to insure the IEP goals and data are aligned

Aug 31, 2020 to Jun 22, 2021 - Case Manager DL Teacher Gen Ed Teacher District Rep and SpEd Admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

Students at Nightingale take a number of assessments that are based on the achievement of students relative to state content and achievement standards such as: NWEA and IAR. Our bilingual students also take the ACCESS test to assess their progress in learning English. In addition to standardized testing, an internal needs assessment will be developed. This internal tool will be utilized to gather data from staff, students, and parents to identify achievement gaps in the instructional program.

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

Advancing all students academically is the absolute goal at Nightingale School. The focus at Nightingale for the past three years has been on instruction and the mindset that we as a school have in regards to what instruction looks like at Nightingale. We have focused on small group instruction that is differentiated. We use data to create those small flexible groups as well as a plan on what those groups need in order to reach the proficient and advanced levels of academic achievement. Teachers constantly review classroom data

and other assessment data to plan for instruction within those groups.Teacher are also expected to progress monitor those groups every five weeks. Many teachers have provided additional support to student groups by hosting before and after school programs.

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

We use our SEL program to support the social and emotional needs of all our students. The program has proven beneficial in allowing us the staff members to strengthen our core program and increase the amount and quality of learning time all while meeting the needs of our students. Through SEL our students have learned coping skills to deal with stressful situations that may include anxiety, uncertainty, and or confrontation. Students have also learned skills that allow them to express their needs freely with their teacher and support staff within the school. SEL has also proven to be beneficial in the part of the instructional staff as well. Teachers and admin also use these skills when addressing students and parents. Creating a caring and positive environment allows for the improvement of learning time as well as meeting the needs of students. Nightingale also has an active MTSS team , that meets on a regular basis and discuss the needs of the students that are not progressing as expected. A plan is then developed by the MTSS team for that student, the plan is monitored every five weeks for a ten week total. At that point the MTSS team continues with the interventions outlined in the plan or next steps are taken. Those next steps can include the following: staying in the MTSS program and continue to receive interventions and continue to collect data on the student or the data is collected and the student may be referred to our Case Manager for a referral for an IEP.

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

Nightingale?s school-wide expectation to differentiate based on the needs of our students requires that all teachers regularly meet with small groups of students, based on their academic abilities, in order to support them in advancing their academic levels. In the lower grades, teachers differentiate using data from assessments: DIBELS/IDEL and TRC for reading and NWEA for math. With the assistance of teacher aides and SWOP parents, small grouping and guided reading are integrated into the instructional day. Middle and upper grade level teachers frequently progress monitor students by analyzing data from NWEA and other diagnostic reports from programs such as IXL and Khan Academy. Teachers use this data to create targeted groups and align curriculum resources to foster academic rigor. After-school programs at all grade levels are also utilized to promote academic advancement in smaller groups. Overall, many interventions are in place to help support academic, emotional, and behavioral needs of academically at-risk students. Students who do not show progress are assigned a ?purple folder.? Our department of diverse learners reviews each case and moves forward with assessments, if the student is in need of DL services.

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

As a school the focus on attracting high-quality, highly-qualified teachers is a four step process. the first step of the process is a detailed advertisement for the position available. The second step would involve the candidate being interviewed by administration via phone with a pre-set of five interview questions, during this process the administrators use a rubric to score the candidates responses. If the candidate scores high using the rubric, the candidate is then moved to the third step which would then be an in person interview with a teacher panel as well as administrators, this step also includes the use of a rubric. The teacher panel then give feedback to administrators in regards to their thoughts about the candidate as

well as how each of the panel teachers scored the candidate in certain areas. The fourth and final step includes the offering of position. We believe that this process shows the potential candidate that teacher voice is something that is valued at Nightingale.

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

Implement professional development for the Nightingale ESL program that outlines strategies for classroom teachers. PD will also focus on how to better utilize support staff to help address the needs of our ELL students. In addition, teachers will receive professional development on the NWEA learning continuum in order to better address the learning needs of our students and therefore help close the achievement gap.

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

At Nightingale there are several programs we have implemented in order to increase parent involvement at our school. These programs include family curriculum nights, Parent mentor volunteers in our classrooms, active parent committees such as BAC, ESSA, PTA and LSC. Our principal also host a monthly Coffee with the Principal to update parents on current school updates.

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

At Nightingale there are several ways we help preschool students prepare for the transition to Kindergarten. Towards the end of the school year, preschool students are taken on a tour of their future Kindergarten classroom and meet their prospective teachers. In addition, Students are given their Kindergarten school supply list before the school year ends so families can become acquainted with the materials that are expected for the upcoming school year. During the summer, there is a program titled ?Step Up to Kindergarten? where preschool aged students are encouraged to attend and spend time with a Kindergarten teacher several hours a day, 4-5 times a week. In this program they are introduced to the Kindergarten routine, curriculum and teachers in a relaxed environment which greatly helps lessen the anxiety that some students experience the first few weeks of school.

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

At the start of each year, we follow an assessment plan that has been voted on by teaching staff. The plan states that we will use NWEA data for BOY, MOY and EOY as well as Dibels/TRC to monitor the academic progress of our students, This data is then analyzed and reviewed for academic trends by teachers, ILT members, MTSS members and administration. These trends are then used to plan action steps for the needs of specific students, student groups, and the needs of the instructional program. As we develop those action steps we also embed ways to progress monitor student progress every five weeks. The progress monitoring allows us to track our action items and make the necessary changes needed using the most current data which would then include classwork and class assessments.

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

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

Funds that are awarded to the school are always used in regards to what is needed by the students and our community. These funds are used to purchase uniforms, school supplies, and field trip access for those students that are considered STLS. We also support those families with basic needs throughout the year. Our ESSA committee uses their funds by supporting the community. The committee does this by providing free ESL and GED classes to interested community members. ESSA also informally engages with parents on a regular basis to gather information in regards to the needs in the community. The committee then takes that information and finds programs and representatives to bring to the school so that informational meetings can be held. Some of the meetings held by ESSA have been around: violence prevention, nutrition, housing and education. It is also important to mention that Nightingale host CAPS meetings and serves as a polling place which supports Nightingale as being a pillar in its community. Nightingale also partners with the YMCA to support our students in both an academic and non academic after school program. The YMCA partnership runs Monday-Thursday from 3:00 to 6:00 with a third meal being provided all school year long.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The way in which we will involve parents in the joint development ad periodic review and revision of the ESS, Title 1 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 expresses interest, a committee will be established ad 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 all meetings are done formally through written invitations 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 he meetings are usually topics that come from the community. The active ESSA 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 ESSA Organizational meeting 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 then scheduled with the appropriate staff member to address the parents comment, question or concern.

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 Sate of he 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 ESSA 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 established a 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 ESSA Committee has begun and will continue to bring workshops tot he community at large that are focused on improving the academic success of our students by education 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. Another parent support provided by ESSA is free ESL and GED classes that are being offered to interested parents.

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 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.

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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 can be found on the school website, social media pages and the school marquee.

Policy Implementation Activities

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

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

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

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

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

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 parters 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 student's progress. Other parent conferences will be usually held during teacher prep time. These 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 information in regards to their child's progress, through reports. These reports include 5 week progress report via ASPEN at each halfway point in the marking period. Formal report cards are issued for each of the four marking periods. Standardized test results, informal teacher reports and other like data will be shared via phone call by either the teacher of an administrator. If in person meetings are required, those will be scheduled as needed with all required stakeholders.

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 day for parent conferences. Parents are welcome to come in and discuss their child's progress and/or any concerns they may have. Conferences are also set after school or during teacher prep periods. 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 of they are interested in visiting a classroom. We welcome and embrace volunteers to assist in the classroom, go on field trips as chaperones and help out in the office. Of course, all of these opportunities are contingent with the parents clearance via the CPS Volunteer Process and Policy.

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 child's learning. These include formal parent training, tips and workshops at the school. There are two curriculum nights used 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 tome with the 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 an 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.

The ESSA committee meets with parents informally throughout the school year. During those meetings the committee gathers information in regards to the needs of the parents in the school community as well as the community as a whole. The ESSA members then find training representatives to come to the school and support our parent community. ESSA has provided free ESL and GED classes for parents as well as bring workshops that focus on nutrition, child development, violence prevention, housing, immigration, and job training.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1575.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$2020.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$4500.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00