



Nathanael Greene Elementary School (/school-plans/183) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Denise Scott	Case Manager	dasullivan@cps.edu	Has access
Mary Kimball-Vrba	Counselor	mbkimball-vrba@cps.edu	Has access
Jessica Henning	SPED teacher (3rd - 5th grade) / ILT	jhenning@cps.edu	Has access
Gabriela Vasquez	Parent / LSC Member	gabvasquez4142@gmail.com	Has access
Kathryn Mullaghy	Teacher (4th grade)	kmnolan@cps.edu	Has access
Fannie Rodriguez	Bilingual Teacher (1st Grade) / ILT	frodriquez2@cps.edu	Has access
Elizabeth Laureano	Bilingual Teacher (2nd Grade) / Parent	elaureano3@cps.edu	Has access
Mary Beth Baker	Teacher (1st Grade)	mbmcdermott1@cps.edu	Has access
Meredith Swanson	K-2 Coach / ILT	maswanson@cps.edu	Has access
Michael Heidkamp	Principal	mrheidkamp@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/12/2016	All Members Present	SEF
02/26/2016	All Members Present	SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

every student.

There is coherence within our instructional programs and prioritizing what matters the most with the accountable talk cycle, the work of the bilingual team and the work of the priority teams. Professional Development is given by teachers supporting general shared responsibility in building school-wide professional capital. The ILT is leading a school-wide cycle on accountable talk and engaging their colleagues in developing their instructional expertise. An area of growth is in the practice of effectively managing change, specifically with Priority Teams and the level of shared responsibility across Priority Teams as a reflection of high levels of collective responsibility.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<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

ILT members meet regularly (they have adjusted the frequency to reflect the specific needs of the cycle) have shared responsibility for leading meetings, deciding on agendas, and creating timelines. There is a lot of information coming out of those meetings that is getting to the full faculty. The ILT is gathering data from the learning walks and using this data to inform teacher support and upcoming areas of focus. All teachers across the school are aware of and implementing what the accountable talk framework. A next step is more closely monitoring the cycle's lasting impact on instruction and continue building the capacity of teacher teams through ongoing coaching and support.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Teachers work with the Chicago Literacy Group, the ILT focus on Accountable Talk, the Vertical Cycle Planning, Small group Peer Observation are all ways in which teachers have been supported in the development of their practice and given time to collaborate and learn together. We have a new teacher mentor program to support teachers who are either new to Greene or new to teaching. We have also embedded safe practice into our small group work and our ILT cycle. The bilingual team has worked to support teachers ability to plan for their ELs through professional development. Areas of growth include continuing to build support for our new teachers, continuing to strengthen our professional development around ELs and DLs (whole staff and differentiated support).

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Resources are clearly aligned to CIWP in the budget breakdown and teachers have a voice in the allocation of resources for their grade level. There are a range of community partners that complement the school's mission and vision with whom we partner. To support teachers' ability to focus on deepening their content knowledge, specific grade levels have been departmentalized. There are protocols in place to hire new members of the Greene faculty and staff. Areas of growth include continuing to refine and improve the hiring process to find "right fit" candidates that can support school-wide values and growth. Another area is to make sure that over the summer we have systems to ensure we receive all ordered materials in a timely fashion.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**

- Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Practice 1, 2, and 3 are consistently evident in the alignment of the scope and sequence across grade levels and in the grade level unit plans. All are consistently using essential questions and enduring understandings. All students have multiple opportunities to develop socially and emotionally within the Workshop structure, through partnerships and collaborative learning opportunities, and through the use and integration of Responsive classroom strategies and techniques. More focus on our Diverse Learners and ELs is needed to ensure that we are supporting their needs with fidelity and clear evidence to support growth. Another area of growth would be to ensure that all students are able to have opportunities to apply what they are learning in real world contexts.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing'

- does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Every classroom has a library with a range of topics and levels, as well as ones that are reflective of students' linguistic needs. Our math workshop model integrates hands on learning supports that are leveled to match student proficiency. We are developing inquiry based Science units that allow for student inquiry to determine resources as they design their own experiments. While there is technology available in each classroom in the form of station-based resources such as iPads for K-2 students, laptops for 3rd grade and chromebooks for 4th and 5th grade, more can be done to more fully integrate technology to support student learning. The small group planning focus is another way in which we are using instructional materials flexibly to meet the needs of our students. An area of growth is adding more books in Spanish and growing our non-fiction collection.

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	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

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

Our school-wide cycle is on accountable talk and this is focused on increasing the cognitive demand and the level of discourse. We are shifting to more complex mentor texts in our units of study, including increased focus on non-fiction. We are consistently designing the assessment first as we develop our units of study using the backward design process. A next step is to make sure that we are consistently looking to see if the assessments we are producing and designing reflect high cognitive demand. Also, students being able to persevere and accomplish more high demand tasks (e.g. with evidence) is another area of growth, along with taking our "exceeds" category and making it more a "meets" in our rubrics. Finally, engaging in a process of realigning our assessments and ensuring that there is consistency in the rigor across the school will be an important next step.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

We have established regular transitions between Velma Thomas and Evergreen to offer students and families opportunities to prepare and be set up for success. Additionally, there are Step Up days for students and parents to support students' transitions from one grade to the next. We have also introduced a Career Week for our K-5 students and a college visit for our 5th grade students. An area of growth will be to embed college and career awareness on an ongoing basis across all grade levels. Students should also engage more consistently in structured reflection around why their growth is so important in terms of larger life goals. We also need to monitor our ELs as they transition out of bilingual services. We need to find ways to create opportunities for students to see the value in what they are learning by putting them in situation to apply what they are learning in authentic settings. Finally, we also can improve in our ability to provide parents with more information to strengthen families' understanding of college and the role of preK - 5th grade in setting students up for long-term success.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**

- Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

The ILT's work on accountable talk work has impacted all classrooms school-wide. Also, attending more to individual student needs through small group work and more formative assessment development and analysis has strengthened teachers' ability to better target and meet the diverse needs of their students. More intentional planning for stems and questions to deepen student understanding and independence in small group work is a next step. In addition, anticipating students' misconceptions more fully as part of the planning process will be an area of focus moving forward, along with progress monitoring more fully in order to more consistently track student growth. Finally, we need to continue our work to incorporate language objectives into the planning process.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**

- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

There are a range of tiered supports present at Greene. These include school-wide (Responsive Classroom, Workshop instruction, etc), group (small group counseling, lunchtime groups, leadership opportunities, etc.) and individualized SEL supports (behavior plans, check-in/check out, etc.). Academically, the Workshop model has the flexibility to meet the individual needs of all students and our focus on small group instruction is increasing our capacity to meet students' varied academic needs. We also have targeted morning tutoring and pull out supports for students who are below grade level in reading and specific support in English language acquisition for our EL students through EL Achieve. Areas of growth include customizing the classroom environment so that it is consistently reflective of the current unit of study and supportive of student independence - to meet the needs of each students. This means that all resources on the walls should reflect only the tools that students are using during that particular unit. Also, increased progress monitoring to track student response and uniform progress monitoring for all students to determine interventions is another areas of growth. Finally, making sure our Tier 1 SEL supports, particularly Morning Meeting are being fully utilized to respond to the immediate (and future) SEL needs of our students.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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

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

We are currently using multiple measures to track student growth – pre-assessments, post-assessment, interim and formative assessment as a part of each unit of study. In addition, in the context of the small group planning cycle we are engaged in ongoing review of student work to inform student readiness and future instruction. An area of growth is our consistent, widespread design of assessments that are modified to provide EL and DL access to the assessments and that allow us to more effectively progress monitor EL and DL growth. Also, our assessments should reflect more real-world contexts to further engage students. Lastly, we need to continue the discussion as to the purpose of grades at Greene and how best to balance student growth and achievement.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Culture for Learning:

Score

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.

1 2 3 4

Students are engaged in ongoing self-assessment across content areas, including habits and strategies. In writing, students are constantly pushed to make revisions and rubrics are provided to students ahead of assignments so that they are clear on expectations. We have school-wide expectations, as well as classroom expectations that reflect common values and support student independence. Students have individualized learning goals focused on individual strategies that they are using to support their growth in that content area. An area of growth for us as a school is continuing to publicly praise effort and support a growth mindset through ongoing monitoring of achievement of personal goals / habit internalization and effective communication of student accomplishments (through grading and other venues).

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

1 2 3 4

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.

There are several different adults checking in with students to some degree and there are a lot of opportunities for students to interact with each other and mentor other students. The parent workshops and cultural celebrations reflect an understanding of the importance of celebrating diversity across the community. This year there has been more opportunities for others to step up through the bilingual team, ILT, and priority teams collaborate to support the development school-wide professional capital. An area of growth is continuing to build upon this for increase shared responsibility. Another area to continue to build evidence around is positive, caring and respectful interactions. Another area of growth is building teacher-teacher trust and teacher-principal trust.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students have a choice in what books they read, what they choose to write about and the types of after school activities that they can join. The student leadership team has led some community service initiatives both within Green and outside Greene. The addition of ThinkCerca and Social Issues book units have supported the ability of students to consider multiple viewpoints and engage in controversial topics. Also teachers are using morning meeting as a vehicle to build student voice and engagement. The Greene garden has also provided students with opportunities to engage in work that benefits the larger school and community. An area of growth is more consistent exposure to civic education and engagement of our students around issues that matter to them and that are reflective of current and controversial topics.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

The school has clear procedures for reporting and responding to safety concerns. There is a clear framework of positive behavior through Responsive Classroom. Teachers take the time to explicitly model with their students expectation in different areas of the school. The SEL team has taken a leadership role in introducing and supporting restorative practices across the school. An area of growth is more consistency with Restorative Practices across settings and classrooms, including making sure that all teachers and staff receive needed training in restorative practices and philosophy. In addition, continuing to improve coordination and communication of expectations across a student's school day and ensuring that students feel safe in all areas of the school at all times of the day.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

There are proactive supports around students with peer warriors, colleague consultations, morning meetings, as well as check in/check out (with various school stakeholders), and individualized behavior charts. There are multi-tiered systems of supports that reflect the levels of needs of students across the school. There is the presence of consistent models of approaching discipline as a learning opportunity and providing students with opportunities to repair the harm caused by their actions. An area of growth is providing more support and training for teachers, students, and parents in how to have the restorative conversations and the philosophy behind restorative practices. Another area of growth is strengthening systems of communication and expectations between "office" and classroom to better coordinate services, plans and messaging around individual students.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.

- Prefer responses that do not remove students from regular instructional setting or after school activities.
- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 **3** 4

There are frequent events and activities (Parents as Teachers, Parent Breakfasts, Parent Training, etc.) that focus on building the capacity of our parents to support their children. Parents are also provided the opportunity to give feedback at these different events. There are a myriad of publicized opportunities for parents to volunteer at the school. The new website, voiceblasts, and newsletters offer parents ongoing information about activities going on at the school. Also, there is also an interpreter for all parent meetings and all materials are translated into spanish. An area of growth is trying to ensure that all grade levels are engaging parents at a high level and building our capacity (finding new and different ways) to engage the hard to reach parents so that we can truly partner with them, including more of a descriptor about the events on the parent calendar (including when students are singing).

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
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	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	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: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊕
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊕
3	Expectations for Quality & Character of School Life: Relational Trust	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	⊕
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊕

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	36.00	48.00	54.00	60.00
National School Growth Percentile - Math				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	37.00	45.00	52.00	59.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	48.50	(Blank)	55.00	62.00
African-American Growth Percentile - Reading				
This is consistent with growth we want to see for our students overall.	(Blank)	(Blank)	54.00	60.00
Hispanic Growth Percentile - Reading				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	43.00	45.00	50.00	55.00
English Learner Growth Percentile - Reading				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	(Blank)	50.00	55.00	65.00
Diverse Learner Growth Percentile - Reading				
This is consistent with growth we want to see for our students overall.	(Blank)	(Blank)	50.00	55.00
African-American Growth Percentile - Math				
This is consistent with growth we want to see for our students overall.	(Blank)	(Blank)	52.00	59.00
Hispanic Growth Percentile - Math				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	36.00	50.00	56.00	62.00
English Learner Growth Percentile - Math				
We believe we can sustain consistent growth in this metric with our focus on small group instruction.	(Blank)	60.00	65.00	75.00

Diverse Learner Growth Percentile - Math

This is consistent with growth we want to see for our students overall.	(Blank)	(Blank)	50.00	55.00
-------------------------------------------------------------------------	---------	---------	-------	-------

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

We believe we can sustain consistent growth in this metric with our focus on small group instruction.	31.00	43.00	50.00	57.00
-------------------------------------------------------------------------------------------------------	-------	-------	-------	-------

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

We believe we can sustain consistent growth in this metric with our focus on small group instruction.	49.00	53.00	57.00	61.00
-------------------------------------------------------------------------------------------------------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

We believe we can rebound in this metric with our focus on small group instruction.	68.00	62.00	65.00	70.00
-------------------------------------------------------------------------------------	-------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

We believe we can sustain consistent growth in this metric with our focus on small group instruction.	46.00	67.00	70.00	75.00
-------------------------------------------------------------------------------------------------------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

We believe we can sustain consistent growth in this metric with our use of EL Achieve.	47.60	52.90	55.00	58.00
----------------------------------------------------------------------------------------	-------	-------	-------	-------

Average Daily Attendance Rate

Our counselor is working with grade level teams and families to ensure consistency with attendance.	95.50	95.60	95.80	96.00
-----------------------------------------------------------------------------------------------------	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

We have provided teachers will new avenues for leadership development.	(Blank)	(Blank)	(Blank)	(Blank)
------------------------------------------------------------------------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we embed more rigorous tasks into our curriculum

then we will see teachers providing students high-quality authentic learning opportunities

which leads to students experiencing great academic success and growth/ students producing high-quality work.

Tags:

Academic gain, Dok, Classroom rigor, Assessment design, Task analysis

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Review of (Possible Strengthening of) Essential Question/Enduring Understanding

N8TLs

Aug 29, 2016 to Nov 30, 2016

(Blank)

Not started

Development of a Common Understanding of Rigor/What rigorous tasks look like	N8TLs	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Development of Analysis Protocols (What process will teachers use to analyze the completed task)	Teachers (Grade Level Teams)	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Development of Rigorous Tasks- -Big ideas (essential questions & enduring understandings) are used to align rigorous tasks -Rubric Developed for Rigorous Tasks	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Trial Implementation of Rigorous Tasks	Teachers	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Revising Rigorous Tasks based on feedback and trial implementation (& Feedback from Students about the Tasks)	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Continuing...Ongoing rigorous task implementation and Ongoing revision	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Understanding "Real World Application"/"Project Based Learning"	N8TLs Grade Level Teams Administrative Teams Agency Partnerships	Aug 29, 2016 to Nov 30, 2016	(Blank)	Not started
Implementation of "Real World Application"/"Project Based Learning"	Grade Level Teams Administrative Team	select	(Blank)	Not started

Strategy 2

If we do...

If we develop a common approach to Restorative Justice (philosophy and practice)

...then we see...

then we see all adults applying Restorative Practices

...which leads to...


which leads to greater student accountability and engagement.

Tags:

Restorative approaches, Social emotional, Restorative justice, Expectations


Area(s) of focus:

2

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

All staff will participate in restorative justice professional development opportunities (what restorative justice is/is not, what "success" looks like within a restorative framework, the shifts we may need to make as adults, etc.) to increase their knowledge in the philosophy and their ability to implement practices	SEL Staff	Sep 26, 2016 to Jun 19, 2017	(Blank)	Not started
Create and complete staff survey to gauge Restorative Practices usage within the school	SEL Staff	Sep 26, 2016 to Jun 19, 2017	(Blank)	Not started
Implementation of 'Peace Circles' at all grade levels to solve conflicts among peers.	SEL GL teams	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Creation of clear ISS protocols; including reflection and reparation work, plan for re-entry	Counselor SW Admin	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Development of comprehensive leadership opportunities for students needing tier 2 or 3 supports	SEL Counselor Admin 4th and 5th grade teams	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Create a weekly after school restorative program for students to reflect on negative behaviors and create plan/goal to repair/restore and re-enter classroom and celebrate success	SEL Teachers Admin	Oct 24, 2016 to Jun 18, 2018	(Blank)	Not started
Consult with Restorative Practice coach quarterly to help implement restorative practices throughout the school	SEL Admin	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Continue Resurrection Project with 4th and 5th grades to help instill peaceful practices	Admin	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
SEL members to work alongside with staff by increasing teacher tool kits and continuing to be a support system for faculty and staff	SEL Leadership Team Teachers	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started

Train parents to use restorative approaches in their home environment in order to reduce the number of tier 2 and 3 behaviors by students hearing/responding to common language/ restorative approaches	SEL Outside resources GLs	Nov 28, 2016 to Sep 24, 2018	(Blank)	Not started
Grade Level teams to establish protocols/systems for supporting each other as "Buddy Rooms" for those students who may need to refocus in another classroom other than their homeroom	SEL Grade Level teams	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Establish opportunities for teachers to discuss Restorative Approaches they have used with the teacher who will be receiving that student in the following school year	Staff- Vertical Planning Leadership Team	Jun 27, 2016 to Jun 18, 2018	(Blank)	Not started

Strategy 3

If we do...

If we provide high-quality small group instruction

...then we see...

then we see teachers individualizing instruction to meet the needs of all students

...which leads to...

which leads to higher levels of student engagement and growth.

Tags:

Instruction, Academic gain, Small group instruction

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Analyze multiple data sources, including Fountas and Pinnell, NWEA Assessments, On Demand Assessments, and Unit Assessments in order to determine areas of growth/individual student goals (content/language)	All Teachers K-5 with Grade Level Teams Coaches for support	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Use data to develop schedules that implement small groups and on-going monitoring of all students with best practice in mind	All Teacher K-5 Coaches for support	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Develop lessons (content/language) that are aligned to the students' needs and that incorporate tools, which allow for scaffolding and gradual release	All Teachers K-5 with Grade Level Teams	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started

Offer support through on-going peer observations of small group instruction	All Teachers K-5 Coaches for support	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Develop assessments that are clearly aligned to the objectives and that prove students' independence	All Teachers K-5	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Assess student data in order to determine the effectiveness of the lesson and student mastery of the goal, and regroup and reteach as needed	All Teachers K-5	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started

Strategy 4

If we do...

If we implement research-based MTSS program that are responsive to academic and social/emotional needs

...then we see...

then we will see targeted and measurable supports provided to students

...which leads to...

which leads to academic and social-emotional growth.

Tags:

MTSS, Diverse Learners, English Learners

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers and/or MTSS coordinator will identify students two years or more below grade level based on their Fountas & Pinnell Reading Inventory (grades 1-5) or ESGI-Educational Software for Guiding Instruction (kindergarten). Identified students will receive targeted interventions from The Fountas & Pinnell Leveled Literacy Intervention System (LLI) in groups of 4 or less during the regular school day.	MTSS Coordinator Grade level teams	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Students will be assessed at least quarterly throughout the intervention period. Once students reach grade level, they will be dismissed. Percentage of students dismissed per quarter will be tracked to gauge efficacy of interventions.	MTSS Coordinator Grade level teams Administration	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started

Before and/or after school tutoring using LLI will be provided to students in grades 3-5 who meet the criteria of being at least two reading levels below grade level, based on teacher recommendation.	MTSS Coordinator Teacher tutors Administration	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Establish and implement a consistent, school wide social emotional referral protocol using RFAs (requests for assistance) that will identify students in need of targeted social emotional Tier 2 and Tier 3 interventions.	Counselor SEL team BHT team Leadership team Grade level teams	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Provide additional SEL PD opportunities to further develop teacher and staff capacity to effectively support Tier 1 students.	Counselor SEL team	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Roll out a Behavioral Health Team to effectively coordinate outside and school based resources and supports to Tier 2 and Tier 3 students.	Counselor Case manager Principal BHT	Sep 26, 2016 to Jun 19, 2017	(Blank)	Not started
BHT team will use data to evaluate the effectiveness of SEL interventions.	Counselor Case manager Principal BHT	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started

Strategy 5

If we do...

...then we see...

...which leads to...

If students and adults set high expectations, explicitly teach & model and celebrate a growth mindset	then we will create a culture that reflects a shared belief in the importance of learning and hard work	which leads to greater student independence, perseverance, and engagement.
-------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

Tags:

Culture of learning, Growth mindset

Area(s) of focus:

5

Action step	Responsible	Timeframe	Evidence for status	Status
Growth Mindset Audit and Progress Monitoring	Leadership Team and Teachers	Jun 20, 2016 to Jun 18, 2018	(Blank)	Not started
Teacher Workshops on Growth Mindset	Leadership Team and teachers	Jun 20, 2016 to Jun 18, 2018	(Blank)	Not started

Identify Growth Mindset characteristics/behaviors and ways of measuring/observing	Staff	Aug 29, 2016 to Sep 26, 2016	(Blank)	Not started
Connect to SEL work / Attendance / Rigor	Staff	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Engage staff in vertical alignment of what the growth mindset looks like/sounds like K, 1, 2 and resources/activities needed to build the qualities (Morning Meeting)	PreK - 5th Teachers	Aug 29, 2016 to Jun 18, 2018	(Blank)	Not started
Parent Workshops on Growth Mindset	Teachers	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Develop and implement Students Lessons and Activities on Growth Mindse	Leadership Team and Teachers	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
School-wide ongoing recognition/celebration of growth characteristics	Leadership Team and Teachers	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Student Tracking of Growth / Student Conferences	Teachers and students	Sep 26, 2016 to Jun 18, 2018	(Blank)	Not started
Invite Guest Speakers	Leadership Team and Teachers	Oct 24, 2016 to Jun 18, 2018	(Blank)	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Review of (Possible Strengthening of) Essential Question/Enduring Understanding Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis	N8TLs	Aug 29, 2016	Nov 30, 2016	Not started
+ Development of a Common Understanding of Rigor/What rigorous tasks look like Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis	N8TLs	Aug 29, 2016	Nov 30, 2016	Not started
+ Development of Analysis Protocols (What process will teachers use to analyze the completed task) Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis	Teachers (Grade Level Teams)	Aug 29, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Development of Rigorous Tasks- -Big ideas (essential questions & enduring understandings) are used to align rigorous tasks -Rubric Developed for Rigorous Tasks</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016	Nov 30, 2016	Not started
<p>✦ Trial Implementation of Rigorous Tasks</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	Teachers	Aug 29, 2016	Nov 30, 2016	Not started
<p>✦ Revising Rigorous Tasks based on feedback and trial implementation (& Feedback from Students about the Tasks)</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016	Nov 30, 2016	Not started
<p>✦ Continuing...Ongoing rigorous task implementation and Ongoing revision</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	Teachers (Grade Level Teams) Administrative Team	Aug 29, 2016	Nov 30, 2016	Not started
<p>✦ Understanding "Real World Application"/"Project Based Learning"</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	N8TLs Grade Level Teams Administrative Teams Agency Partnerships	Aug 29, 2016	Nov 30, 2016	Not started
<p>✦ Implementation of "Real World Application"/"Project Based Learning"</p> <p>Tags: Academic gain, Dok, Classroom rigor, Assessment design, Task analysis</p>	Grade Level Teams Administrative Team			Not started
<p>✦ All staff will participate in restorative justice professional development opportunities (what restorative justice is/is not, what "success" looks like within a restorative framework, the shifts we may need to make as adults, etc.) to increase their knowledge in the philosophy and their ability to implement practices</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Staff	Sep 26, 2016	Jun 19, 2017	Not started
<p>✦ Create and complete staff survey to gauge Restorative Practices usage within the school</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Staff	Sep 26, 2016	Jun 19, 2017	Not started
<p>✦ Implementation of 'Peace Circles' at all grade levels to solve conflicts among peers.</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL GL teams	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Creation of clear ISS protocols; including reflection and reparation work, plan for re-entry</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	Counselor SW Admin	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Development of comprehensive leadership opportunities for students needing tier 2 or 3 supports</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Counselor Admin 4th and 5th grade teams	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Create a weekly after school restorative program for students to reflect on negative behaviors and create plan/goal to repair/restore and re-enter classroom and celebrate success</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Teachers Admin	Oct 24, 2016	Jun 18, 2018	Not started
<p>✦ Consult with Restorative Practice coach quarterly to help implement restorative practices throughout the school</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Admin	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Continue Resurrection Project with 4th and 5th grades to help instill peaceful practices</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	Admin	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ SEL members to work alongside with staff by increasing teacher tool kits and continuing to be a support system for faculty and staff</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Leadership Team Teachers	Sep 26, 2016	Jun 18, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Train parents to use restorative approaches in their home environment in order to reduce the number of tier 2 and 3 behaviors by students hearing/responding to common language/ restorative approaches</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Outside resources GLs	Nov 28, 2016	Sep 24, 2018	Not started
<p>✦ Grade Level teams to establish protocols/systems for supporting each other as "Buddy Rooms" for those students who may need to refocus in another classroom other than their homeroom</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	SEL Grade Level teams	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Establish opportunities for teachers to discuss Restorative Approaches they have used with the teacher who will be receiving that student in the following school year</p> <p>Tags: Restorative approaches, Social emotional, Restorative justice, Expectations</p>	Staff- Vertical Planning Leadership Team	Jun 27, 2016	Jun 18, 2018	Not started
<p>✦ Analyze multiple data sources, including Fountas and Pinnell, NWEA Assessments, On Demand Assessments, and Unit Assessments in order to determine areas of growth/individual student goals (content/language)</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teachers K-5 with Grade Level Teams Coaches for support	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Use data to develop schedules that implement small groups and on-going monitoring of all students with best practice in mind</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teacher K-5 Coaches for support	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Develop lessons (content/language) that are aligned to the students' needs and that incorporate tools, which allow for scaffolding and gradual release</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teachers K-5 with Grade Level Teams	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Offer support through on-going peer observations of small group instruction</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teachers K-5 Coaches for support	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Develop assessments that are clearly aligned to the objectives and that prove students' independence</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teachers K-5	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Assess student data in order to determine the effectiveness of the lesson and student mastery of the goal, and regroup and reteach as needed</p> <p>Tags: Instruction, Academic gain, Small group instruction</p>	All Teachers K-5	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Teachers and/or MTSS coordinator will identify students two years or more below grade level based on their Fountas & Pinnell Reading Inventory (grades 1-5) or ESGI-Educational Software for Guiding Instruction (kindergarten). Identified students will receive targeted interventions from The Fountas & Pinnell Leveled Literacy Intervention System (LLI) in groups of 4 or less during the regular school day.</p> <p>Tags: MTSS, Diverse Learners, English Learners</p>	MTSS Coordinator Grade level teams	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Students will be assessed at least quarterly throughout the intervention period. Once students reach grade level, they will be dismissed. Percentage of students dismissed per quarter will be tracked to gauge efficacy of interventions.</p> <p>Tags: MTSS, Diverse Learners, English Learners</p>	MTSS Coordinator Grade level teams Administration	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Before and/or after school tutoring using LLI will be provided to students in grades 3-5 who meet the criteria of being at least two reading levels below grade level, based on teacher recommendation.</p> <p>Tags: MTSS, Diverse Learners, English Learners</p>	MTSS Coordinator Teacher tutors Administration	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Establish and implement a consistent, school wide social emotional referral protocol using RFAs (requests for assistance) that will identify students in need of targeted social emotional Tier 2 and Tier 3 interventions.</p> <p>Tags: MTSS, Diverse Learners, English Learners</p>	Counselor SEL team BHT team Leadership team Grade level teams	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Provide additional SEL PD opportunities to further develop teacher and staff capacity to effectively support Tier 1 students.</p> <p>Tags: MTSS, Diverse Learners, English Learners</p>	Counselor SEL team	Sep 26, 2016	Jun 18, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Roll out a Behavioral Health Team to effectively coordinate outside and school based resources and supports to Tier 2 and Tier 3 students. Tags: MTSS, Diverse Learners, English Learners</p>	Counselor Case manager Principal BHT	Sep 26, 2016	Jun 19, 2017	Not started
<p>✦ BHT team will use data to evaluate the effectiveness of SEL interventions. Tags: MTSS, Diverse Learners, English Learners</p>	Counselor Case manager Principal BHT	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Growth Mindset Audit and Progress Monitoring Tags: Culture of learning, Growth mindset</p>	Leadership Team and Teachers	Jun 20, 2016	Jun 18, 2018	Not started
<p>✦ Teacher Workshops on Growth Mindset Tags: Culture of learning, Growth mindset</p>	Leadership Team and teachers	Jun 20, 2016	Jun 18, 2018	Not started
<p>✦ Identify Growth Mindset characteristics/behaviors and ways of measuring/observing Tags: Culture of learning, Growth mindset</p>	Staff	Aug 29, 2016	Sep 26, 2016	Not started
<p>✦ Connect to SEL work / Attendance / Rigor Tags: Culture of learning, Growth mindset</p>	Staff	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Engage staff in vertical alignment of what the growth mindset looks like/sounds like K, 1, 2 and resources/activities needed to build the qualities (Morning Meeting) Tags: Culture of learning, Growth mindset</p>	PreK - 5th Teachers	Aug 29, 2016	Jun 18, 2018	Not started
<p>✦ Parent Workshops on Growth Mindset Tags: Culture of learning, Growth mindset</p>	Teachers	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Develop and implement Students Lessons and Activities on Growth Mindset Tags: Culture of learning, Growth mindset</p>	Leadership Team and Teachers	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ School-wide ongoing recognition/celebration of growth characteristics Tags: Culture of learning, Growth mindset</p>	Leadership Team and Teachers	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Student Tracking of Growth / Student Conferences Tags: Culture of learning, Growth mindset</p>	Teachers and students	Sep 26, 2016	Jun 18, 2018	Not started
<p>✦ Invite Guest Speakers Tags: Culture of learning, Growth mindset</p>	Leadership Team and Teachers	Oct 24, 2016	Jun 18, 2018	Not started

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 the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

Regularly scheduled NCLB Parent Meetings and activities will be open to all parents of Greene Elementary. Parents will be routinely informed of meetings and encouraged to attend and participate in the ongoing review of our involvement plan and policy.

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

Greene Elementary's Title 1 NCLB Annual Meeting will be held on September 28th, 2016. The PAC organizational meeting will be held on the October 5th, 2016, and parents will receive information about the school programs and parent activities, including opportunities for parents to involve themselves in classrooms and to participate in the Parent Health and Wellness Committee.

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

The calendar for NCLB meetings is sent home to parents, as well as displayed prominently in the front office. Also, during parent/teacher meetings the first week of school, as well as through ongoing Parent Workshops and Monthly Coffees with the Principal, parents are informed of the curriculum, assessment tools, and proficiency expectations.

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

At the October NCLB, Title 1 Meeting, the NCLB PAC meets, elects officers, and selects their monthly meeting day and time. There are ongoing surveys of parents throughout the year during parent workshops and Report Card pick up, to insure that parent suggestions and concerns are heard and responded to in a timely manner.

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

Parents receive ongoing feedback on their child's performance through parent/teacher conferences, calls home, progress reports, and report cards. In addition, parents are provided with an individual copy of their child's performance on the State/National assessment.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The Chicago Board of Education and the school will send a letter to the parent's home informing them if any teachers are not highly qualified.

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

During parent/teacher meetings the first week of school, as well as through ongoing Parent Workshops, parent/teacher conferences, and Monthly Coffees with the Principal, parents are provided with the tools to understand State standards, to monitor their child's progress, and to work with their child's teacher(s).

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

Greene provides several Parent Workshops through the school year, as well as Math and Literacy Nights, that focus on building parents' ability to support their child's academic advancement at home.

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

Greene has a partnership with the Southwest Organizing Project - an organization that prepares teachers and parents to work together in the classroom to serve students.

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

Through monthly NCLB Title 1 meetings, ongoing Parent Workshops, Literacy and Math Nights, and monthly Principal Coffees, parents are provided with information and training in how to support their children's education.

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

Information is posted in the school office, sent home with students on a monthly basis, and shared with parents at all school functions. These communications are presented in both Spanish and English.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

Greene School will maximize the potential of every student including those students with disability and ELLs by providing quality learning experiences that will insure that students become literate, mathematically and technologically competent, self-confident individuals who will work successfully and cooperatively to their ultimate goals in life and contribute productively to society.

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 are held twice a year. This year they will be held on November 9, 2016 and April 19, 2017

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

Progress reports go home to parents four times a year. In addition, parents may speak with teachers outside of instructional hours.

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

Parents may speak with teachers before school, as well as after school. Parents may also email to communicate with the teachers.

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

Through our parent volunteer program, parents have the opportunity to volunteer in classrooms. In addition, during Parent Workshops and breakfasts parents visit classrooms to see instruction first-hand.

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

Parents will be encouraged to support student literacy at home. Students will bring books to read home every evening and parents will be encourage to support students reading at least 30 minutes each night. In addition, parents are encouraged to support students academic advancement through monitoring student use of Compass Learning, a differentiated software program designed to support student academic development.

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

Parents learn about the school rules and programs during Parent/teacher meetings in the first week of school and are able to ask questions and voice concerns at this time, as well as at ongoing Parent Workshops and monthly Principal Coffees.

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).

Through a variety of incentives, encouragement, and clear and consistent expectations, students will be supported in arriving to school on time, making good decisions while at school, and assuming responsibility for their academic development outside of school.

Parent Budget

Complete

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

Increase parent involvement at school, support families in understanding and supporting students' cognitive development, and provide families with opportunities to participate in school-wide decision-making.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 3401 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 613 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS	\$ 175 .00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	146	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.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.	\$	Amount	.00
