



Nathanael Greene Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Shelley Cordova	Principal	smcordova@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
03/19/2018	ILT	SEF
03/23/2018	MTSS Committee	Culture

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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There is alignment within our instructional programs and our powerful practice on student discourse. Professional development is provided by teachers to enhance their level of student discourse and student processing time in classroom turn and talks. An area of growth is to enhance teacher discourse and promote the independence of student discourse using a self checklist. Professional development is directed by teachers, who have shared responsibility and high expectations for themselves to motivate, and strive for success for every student.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

Score

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

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The Instructional Leadership Team meets on a weekly basis to oversee and implement our school-wide powerful practice. The ILT is gathering and reviewing data from the learning walks and using this data to inform our powerful practice and determine school-wide areas of strength and need. As a school-wide goal, we are using the think-ink-pair-share strategy (TIPS) to increase the level of independent student discourse in all subject areas. A next step is to evaluate student discourse using a checklist and analyzing teacher/student questioning .

## 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

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

Score

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Teachers collaborate on a daily basis with grade level colleagues, weekly with administration and monthly with vertical cycle planning in Reading and Mathematics. Teachers are currently working with the Chicago Literacy Group to improve instruction and curriculum design. The, the ILT's main focus is Student Discourse/Teacher Questioning. Teachers in K-3 are attending Network 8 professional development learning. . MTSS groups have been established to support students at all levels. Areas of growth include continuing to build support for our teachers in the new Go Math curriculum, enhance MTSS differentiated groups as well as to continue to strengthen our expertise through professional development to better serve ELs and DL students. These are all ways in which teachers have been supported in the development of their professional learning and growth.

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback: surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

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Resources are evidently aligned to the CIWP in the budget breakdown and teachers make decisions in the allocation of resources within their grade level. Systems are in place to ensure that all ordered materials are accounted for and received on time. Teachers also seek grant opportunities to enhance their classroom instructional needs. Community partners and parents help to enrich the school's mission and vision and our community. Specific grade levels have been departmentalized in order to support teachers' expertise in their content knowledge. Areas of growth are to create more opportunities for staff to assume additional leadership roles to enrich professional development and increase success for all students. Protocols are in place for hiring new staff members who will strongly support school-wide values and growth for all our students.

### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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New Math program and ongoing professional development in ELA need alignment of the scope and sequence across grade levels and in the grade level unit plans. Teachers are crafted in the Workshop structure and are developing strategies to encourage collaborative learning opportunities which encourage student academic discourse. 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.

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools'

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### 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

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Every classroom K-5 has the Go Math Program and have been integrating the guided math/ workshop model which includes hands on learning supports that are leveled to match student proficiency. We are developing inquiry based Science units which allow for student inquiry as they design 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. Focus on small group planning with intentional instructional goals are another way in which we can be 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGPR Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

**Rigorous Student Tasks:**

Score

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

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Our school-wide cycle is on accountable talk focused on quality student discourse. We are integrating more students discourse strategies where the focus will be more on the quality of student conversations. 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 lessons/units of study. A next step is to aggressively monitor assessment results, looking to see if the assessments we are producing and designing reflect high cognitive demand. Also, teachers able to look at student work and determine the level of proficiency and determine next steps, adjusting the rigor accordingly. 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). 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In On Classroom Assignments: Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SWP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

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

Score

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We have established working relationship with Velma Thomas and Evergreen to offer students and families opportunities to prepare and be set up for success. Administrators from the mentioned are invited to parent meetings and school functions in order to develop relationships with local families and ease transition concerns. 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, this day includes outside community organizations and partners that will showcase careers. Area of growth would involve students to engage more consistently in structured reflection around why their growth is important in terms of larger life goals. We also need to monitor our ELs as they transition out of bilingual services to prepare them and insure their success in a monolingual classroom.

### Guide for Transitions, College & Career Access & Persistence

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



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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Toolkit</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

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Teachers meet regularly during principal directed grade level meetings to review student work, data, and lesson planning. Teachers incorporate agency, authority, and identity in their lessons. The Powerful Practice is on student discourse focusing on Think Ink Pair Share during accountable talk. This has impacted all classrooms school-wide. This strategy has empowered students to be more accountable for their level of discourse. Greene teachers analyze the data from DIBELS/TRC (kindergarten through second grades) along with NWEA MAP (second to fifth grades) and Fountas & Pinnell (third to fifth grades) to plan for and differentiate instruction.

Teachers regularly identify gaps, areas that may need to be retaught, and students needing additional support. The new Go Math program is used with fidelity at all grade levels. The Jolly Phonics program was implemented this year that supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. Through reflection, teachers of reading received differentiated coaching from Chicago Literacy Group to hone in on differ components/strategies/ assessments of the Units of Study for Teaching Reading.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### Balanced Assessment & Grading:

Score

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

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We are currently using multiple measures to track student growth which include quantitative and qualitative data on students. Pre-assessments, post-assessment, interim and formative assessments are a part of each unit of study in reading and math. The MTSS program at Greene provides all students the level of academic support they need to be successful. Through the MTSS program and progress monitoring, teachers are able to identify specific gaps and monitor student improvement for all students. In the context of the small group planning cycle, we are engaged in ongoing review of student work in discourse and writing 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 all assessments. We continue to build assessments that reflect more real-world contexts to further student agency. We need to continue the discussion as to the purpose of grades at Greene and how best to balance student growth and achievement using qualitative and quantitative data more consistently throughout grade levels.

### Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership --Grading + Reporting</a></li> </ul>

### Multi-Tiered System of Supports:

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

Score

1 2 3 4

There are a range of multi-tiered supports for academics and social emotional learning present at Greene. These school-wide supports for MTSS academics include Leveled Literacy Intervention, Raz -Kids, Stride Academy, Burst, and small group work through the workshop model of teaching.

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 after school tutoring coupled with the intensive MTSS block supports for students who are below grade level in reading. The DIBELS BURST program is used for students in kindergarten to second grades for MTSS support with progress monitoring every 2 weeks for students identified as being in the red zone, 4 weeks for students who are yellow, and 6 weeks for students who are green or blue. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students in first to fifth grades who find reading and writing difficult. There is now uniform progress monitoring schoolwide. Students in kindergarten to second grades that were identified by DIBELS as being green or blue are also using Raz -Kids. STRIDE Academy is used for students in third through fifth grades as an MTSS tool. Over fifty percent of students at Greene receive MTSS support.

Greene has MTSS small group supports within grade level MTSS blocks for kindergarten through third grades and four small groups for fourth grade.

Teachers monitor student growth by progress monitoring and collecting data during small group instruction.

In addition, each teacher and teacher aide is teaching an MTSS group for additional support and monitoring of student progress. We have used NWEA data to form groups and set teaching goals based on the different domains for reading and writing. These groups require progress monitoring every two weeks. Every quarter student progress is analyzed by grade-level teams and students are regrouped accordingly. Every teacher has set goals for their class to meet attainment and growth.

The school-wide supports for social emotional learning are Responsive Classroom includes morning meeting for all tier 1 students. Tier 2 and 3 students participate in daily check in and check out with their mentor, some Tier 2 and 3 students have individual behavior and safety plans. Small group counseling and leadership opportunities for students are another system of support.

Areas of growth include more rigorous student discourse so that students are more accountable for their discourse. Teachers will begin to plan their lessons with student discourse and questioning in mind. Also, increase MTSS program to include math for all students below grade level is another area of growth.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.

- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

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Students are engaged in ongoing self-assessment across content areas. Teachers are encouraged to create authentic assessments. 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. Many students have individualized SMART 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQR# Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 30</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/see)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

### Score

1 2 **3** 4

There are several school personnel using Check In Check Out with Tier 2 and Tier 3 students. There is a strong Academic MTSS program in place, which utilizes a variety of stakeholders to instruct students using research based interventions. This allows the students to develop relationships with adults besides their classroom teachers. Additionally, several teachers and paraprofessionals offer before and after school programming designed to meet students' needs and build upon their interests. Frequent parent workshops and cultural celebrations reflect an understanding of the importance of celebrating diversity across the community and fosters relational trust between parents and staff . According to the 2017 5 Essentials Survey data, Involved Families is rated as strong, indicating highly developed relational trust between the school and families. The ILT and SEL team meet regularly based on an established schedule to support the development of school-wide professional capital and foster shared leadership among all stakeholders. An area of growth is continuing to build upon this for increase shared responsibility. Additionally, based on the 2017 5 essentials survey data, teacher principal trust is considered an area of growth.

## 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"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. <a href="#">Demonstrating Knowledge of Students</a></li> <li>2a. <a href="#">Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cgs.edu/sei)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

Students have a choice in what books they read during independent reading, what they choose to write about and the types of after school activities that they can join. Student leaders have organized some community service initiatives both within Greene and outside Greene (e.g. food drive). Teachers also use morning meeting as a vehicle to build student voice and engagement. Fifth grade students are encouraged to apply for leadership jobs throughout the school (safety patrol etc) and are required to meet specific standards to maintain jobs.

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.

- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>▪ IJVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
<b>Measures</b>	✓ Five Essentials – Supportive Environment
<b>Five Essentials</b>	Supportive Environment
<b>MTSS Framework</b>	Curriculum & Instruction, Family & Community Engagement
<b>CPS Framework for Teaching</b>	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
<b>CPS Performance Standards for School Leaders</b>	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
<b>Content Standards</b>	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ELA/HST Standards

### Safety & Order:

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

### Score

1 2 3 4

The school has clear procedures for reporting and responding to safety concerns. There is a clear framework of positive behavior through Responsive Classroom. There are clear and visible student expectations on how to behave appropriately during transitions to keep order and safety throughout the school. The teachers take the time to explicitly model with their students expectation in different areas of the school. There are clear procedures in place for fire drills and lock downs that are practiced throughout the year to ensure safety in the event of an emergency. The SEL team has taken a leadership role in introducing, implementing and supporting restorative practices across the school. The SEL team has provided and will continue to provide teachers and staff with professional developments and training on Restorative Justice Practices and how to consistently implement them in the classroom setting. 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.
- **Have a voice and take informed action.**

- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="https://cps.edu/sel">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### 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 morning meetings, as well as check in/check out with various staff members, and individualized behavior plans, individualized positive behavior charts and positive behavior incentives such as Class Dojo. 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 such as reflection sheets. An area of growth is providing more support and training for teachers, students, and parents in how to have the restorative conversations with student's in school and how to implement these practices at home. Another area of growth is to create a school wide system of Restorative Justice practices that are known and implemented by every staff member at the school.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

### Parent and Family Partnership:

Score

1 2 3 4

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

There are frequent events and activities (Parents classes, Parent Breakfasts with teaches and administrators, Parent Field Trips, Parent Training, etc.) that focus on building the capacity of our parents to support their children and to be active in the school community Parents are also provided the opportunity to give feedback at these different events. The school website and newsletters offer parents ongoing information about activities going on at the school. Also, there is an interpreter for all parent meetings and all materials are translated into Spanish. Teacher communicate with parents on a daily basis through Class Dojo. An area of growth is trying to ensure that all grade levels are actively engaging all parents at a high level and finding new opportunist for all parents to become involved in the school so that we can be a full community of partnerships.

### Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
1	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

11 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**National School Growth Percentile - Reading**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

36.00	48.00	60.00	59.00	70.00
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**National School Growth Percentile - Math**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

30.00	43.00	59.00	56.50	70.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

Greene school used the growth calculator at the PD to calculate.

50.50	51.40	62.00	(Blank)	(Blank)
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**African-American Growth Percentile - Reading**

Greene school used the growth calculator at the PD to calculate.

(Blank)	(Blank)	60.00	(Blank)	(Blank)
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**Hispanic Growth Percentile - Reading**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

40.00	56.00	55.00	63.00	70.00
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**English Learner Growth Percentile - Reading**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

22.00	50.00	65.00	60.00	70.00
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**Diverse Learner Growth Percentile - Reading**

Greene school used the growth calculator at the PD to calculate.

(Blank)	(Blank)	55.00	(Blank)	(Blank)
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**African-American Growth Percentile - Math**

Greene school used the growth calculator at the PD to calculate.

(Blank)	(Blank)	59.00	(Blank)	(Blank)
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**Hispanic Growth Percentile - Math**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

27.00	45.00	62.00	47.60	50.00
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**English Learner Growth Percentile - Math**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

48.00	47.00	75.00	48.50	50.00
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**Diverse Learner Growth Percentile - Math**

Greene school used the growth calculator at the PD to calculate.

(Blank)	(Blank)	55.00	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grades 3-8)**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

33.00	33.00	57.00	36.50	40.00
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**National School Attainment Percentile - Math (Grades 3-8)**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

36.00	33.00	61.00	36.50	40.00
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**National School Attainment Percentile - Reading (Grade 2)**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

33.00	22.00	70.00	31.00	40.00
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**National School Attainment Percentile - Math (Grade 2)**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

26.00	28.00	75.00	34.00	40.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Greene school used the growth calculator at the PD to calculate.

36.50	(Blank)	58.00	(Blank)	(Blank)
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**Average Daily Attendance Rate**

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1 in 1 year and Level 1 in 2 years.

95.50	95.10	96.00	95.50	96.00
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**My Voice, My School 5 Essentials Survey**

(Blank)

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

### Strategy 1

If we do...

If we embed more rigorous tasks into our curriculum

...then we see...

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

...which leads to...

which leads to students experiencing greater academic success and growth

Tags:

Academic rigor, Academic gains

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Development of a common understanding of rigor across all stakeholders.

ILT/Admin/ grade level teams

select

Not started

#### Common language

Development of Rigorous Tasks-  
\*align rigorous tasks to curriculum

ILT/ grade level teams

select

Behind

Create rubrics to evaluate efficacy of rigorous tasks.

ILT/grade level teams

select

Behind

Revise rigorous tasks based on feedback and trial implementation.

ILT/grade level teams

select

Behind

strengthen student discussions through focused academic discourse

ILT

select

Behind

Update materials and implement hands on learning opportunities for science and social studies

science and social studies teachers

Jun 15, 2019 to Jun 17, 2019

Behind

teachers engage in safe practice, in which teachers engage effectively in observing and providing applicable feedback on targeted powerful practice

all teachers

Sep 4, 2018 to Jun 18, 2019

Not started

### Strategy 2

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:

3

Action step

Responsible

Timeframe

Status

Teachers and/or MTSS coordinator will identify students below grade level based on their TRC/DIBELS for grades K,1,2,& 3 and Fountas & Pinnell Reading Inventory for grades 4-5. Identified students will receive targeted interventions from The BURST or The Fountas & Pinnell Leveled Literacy Intervention System (LLI) in groups of 6 or less during the regular school day.	MTSS Reading Coordinator Grade level teams	Oct 1, 2018 to Jun 5, 2020	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 levels below grade level, based on teacher recommendation.	MTSS Reading Coordinator Teacher tutors Administration	Oct 1, 2018 to Jun 5, 2020	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	select	Not started
Provide additional SEL PD opportunities to further develop teacher and staff capacity to effectively support Tier 1 students.	Counselor SEL team	select	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	select	Not started
BHT team will use data and MTSS tool to evaluate the effectiveness of SEL interventions.	Counselor Case manager Principal BHT	select	Not started
Teachers and/or MTSS coordinator will identify students at least one year below grade level based on their NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions before school or after school.	MTSS Math Coordinator Grade level teams	Oct 1, 2018 to Jun 7, 2019	Behind
Teachers and/or MTSS coordinator will identify students at least two years below grade level based on their NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions during the regular school day.	MTSS Math Coordinator Grade level teams	Oct 1, 2018 to Jun 7, 2019	Behind
Teachers and/or MTSS coordinator will identify students below grade level based on their mclass math for grades K,1, & 2 and NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions.	MTSS Math Coordinator Grade level teams	Sep 30, 2019 to Jun 5, 2020	Behind
Use MTSS tool with fidelity	Counselor, MTSS coordinators	select	Behind

### Strategy 3

If we do...

...then we see...

...which leads to...

If we provide high quality, differentiated small group instruction

Then we see teachers individualizing instruction to meet the needs of students

Which leads to higher levels of student engagement and growth

Tags:

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

All teachers will meet during agreed upon time monthly to analyze and share data sources, including Fontas and Pannell, NWEA Assessments, On Demand Assessments, TRC/ Dibels, mclass Math, in order to determine gaps, areas of growth/ individual student goals in grade bands and identify small group learners.

GL Teams

Aug 27, 2018 to Jun 3, 2019

Behind

#### Assessments

Weekly Data meetings to assess class student data in order to determine the effectiveness of lessons, students mastery of goals, identify gaps in learning, areas of growth/ individual, and opportunities for re teach. Teachers will use outcomes to develop appropriate small group tasks and guide instruction.

GL Teams

Aug 27, 2018 to Jun 3, 2019

Behind

#### Data meetings

Lead teachers and administrators will schedule vertical and horizontal meeting times at the beginning of the school year to access and align curriculum in order to provide comprehensive and cohesive instruction.

Content Area Teams

Aug 20, 2018 to Sep 4, 2018

Behind

#### Vertical aligned, Curriculum alignment, Horizontal alignment

Lead teachers will format lesson plan template to reflect small group instruction and assessment analysis before the school year starts.

Content Leads

Sep 4, 2018 to Sep 5, 2018

Behind

#### Lesson plans

Offer quarterly teacher-led PD to share discourse strategies as identified in the powerful practice to enhance student discussion skills focused on instructional goals/ teaching points.

K-5 Teachers

Aug 27, 2018 to Apr 30, 2019

Behind

#### Student discourse

Provide additional materials to support present reading and math programs

Admin

Jul 2, 2018 to Oct 1, 2018

Behind

### Strategy 4

If we do...

...then we see...

...which leads to...

If we actively engage students in meaningful student choice, student engagement, and civic education

then we will create a school wide culture that leads to greater student independence, irreverence, and achievement

which leads to school pride and ownership in their learning and achievement ultimately becoming responsible citizens

Tags:

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

To engage student voice, they will independently make choices in their learning environment during reading workshop	Teachers	Sep 4, 2018 to Jun 17, 2019	Behind
<b>Reading workshop</b>			
To engage student voice, they will independently make choices in their learning environment during writing workshop	teachers	Sep 4, 2018 to Jun 17, 2019	Behind
<b>Writing workshop</b>			
Students will engage in morning meeting to develop a positive social emotional environment conducive to healthy learning	teachers	Sep 17, 2018 to Jun 17, 2019	Behind
<b>Morning meeting</b>			
Students will participate in after school clubs and programming which enhance and compliment the school day	teachers	Oct 1, 2018 to Jun 3, 2019	Behind
<b>After school program</b>			
Students will actively engage in civic life events in order to help them become develop global awareness and become informed and effective members of the school community.	counselor, teachers, students	Oct 15, 2018 to Jun 3, 2019	Behind
<b>School community</b>			
ILT will assess and refine the workshop model, this will have the team take a closer look into the elements of the model and determine their effectiveness. The team will provide accountable feedback to colleagues that will support growth and development with using the model.	ILT, teachers	Sep 4, 2018 to Jun 17, 2019	Behind

Action Plan

Strategy 1

**NOT STARTED** Development of a common understanding of rigor across all stakeholders."  
- ILT/Admin/ grade level teams

**Status history**

Jun 1

**NOT STARTED** Jun 01, 2018  
**Evidence**  
BOY PD to discuss and create definition, parameters of what rigor looks like.

**BEHIND** Development of Rigorous Tasks- \*align rigorous tasks to curriculum"  
- ILT/ grade level teams

**Status history**

Jun 1

BEHIND

Jun 01, 2018

**Problem**

Network support during GLM

**Root Cause**

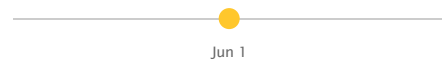
**Next steps**

BEHIND

Create rubrics to evaluate efficacy of rigorous tasks."

- ILT/grade level teams

### Status history



BEHIND

Jun 01, 2018

**Problem**

GLM Minutes, focused discussion

**Root Cause**

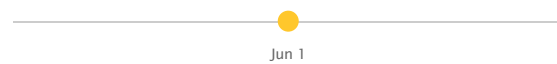
**Next steps**

BEHIND

Revise rigorous tasks based on feedback and trial implementation."

- ILT/grade level teams

### Status history



BEHIND

Jun 01, 2018

**Problem**

**Root Cause**

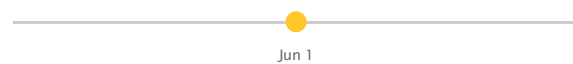
**Next steps**

BEHIND

strengthen student discussions through focused academic discourse"

- ILT

### Status history



BEHIND

Jun 01, 2018

**Problem**

**Root Cause**

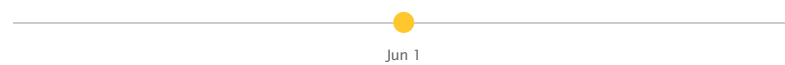
**Next steps**

BEHIND

Update materials and implement hands on learning opportunities for science and social studies"

Jun 15, 2019 to Jun 17, 2019 - science and social studies teachers

### Status history



BEHIND

Jun 01, 2018

**Problem**

lesson plans

**Root Cause**

**Next steps**

NOT STARTED

teachers engage in safe practice, in which teachers engage effectively in observing and providing applicable feedback on targeted powerful practice"

Sep 04, 2018 to Jun 18, 2019 - all teachers

### Status history





Jun 1

**NOT STARTED** Jun 01, 2018  
**Evidence**  
Peer observation and feedback

### Strategy 2

**NOT STARTED**  
Teachers and/or MTSS coordinator will identify students below grade level based on their TRC/DIBELS for grades K, 1,2,& 3 and Fountas & Pinnell Reading Inventory for grades 4-5. Identified students will receive targeted interventions from The BURST or The Fountas & Pinnell Leveled Literacy Intervention System (LLI) in groups of 6 or less during the regular school day."

Oct 01, 2018 to Jun 05, 2020 - MTSS Reading Coordinator Grade level teams

### Status history



**NOT STARTED** Jun 01, 2018  
**Evidence**  
MTSS Agenda and Minutes Student Roster Lesson Plans

**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 levels below grade level, based on teacher recommendation."

Oct 01, 2018 to Jun 05, 2020 - MTSS Reading Coordinator Teacher tutors Administration

### Status history



**NOT STARTED** Jun 01, 2018  
**Evidence**

**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

### Status history



**NOT STARTED** Jun 01, 2018  
**Evidence**  
October 1, 2018 to June 15, 2019 BHT Agendas and minutes MTSS tool

**NOT STARTED** Provide additional SEL PD opportunities to further develop teacher and staff capacity to effectively support Tier 1 students."  
- Counselor SEL team

### Status history



**NOT STARTED** Jun 01, 2018  
**Evidence**  
October 1, 2018 to June 15, 2019 - BOY PD; SEL team agendas; SEL team attended OSEL SEL PDs

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

### Status history



NOT STARTED

Jun 01, 2018

**Evidence**

October 1, 2018 to June 15, 2019 BHT Agendas

NOT STARTED

BHT team will use data and MTSS tool to evaluate the effectiveness of SEL interventions."

- Counselor Case manager Principal BHT

### Status history



NOT STARTED

Jun 01, 2018

**Evidence**

October 1, 2018 to June 15, 2019 BHT Agendas

BEHIND

Teachers and/or MTSS coordinator will identify students at least one year below grade level based on their NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions before school or after school."

Oct 01, 2018 to Jun 07, 2019 - MTSS Math Coordinator Grade level teams

### Status history



BEHIND

Jun 01, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

Teachers and/or MTSS coordinator will identify students at least two years below grade level based on their NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions during the regular school day."

Oct 01, 2018 to Jun 07, 2019 - MTSS Math Coordinator Grade level teams

### Status history



BEHIND

Jun 01, 2018

**Problem**

**Root Cause**

**Next steps**

BEHIND

Teachers and/or MTSS coordinator will identify students below grade level based on their mclass math for grades K,1, & 2 and NWEA score for math in grades 3,4,& 5. Identified students will receive targeted interventions."

Sep 30, 2019 to Jun 05, 2020 - MTSS Math Coordinator Grade level teams

### Status history



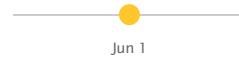
BEHIND

Jun 01, 2018  
**Problem**  
**Root Cause**  
**Next steps**

BEHIND

Use MTSS tool with fidelity"  
- Counselor, MTSS coordinators

### Status history



BEHIND

Jun 01, 2018  
**Problem**  
**Root Cause**  
**Next steps**

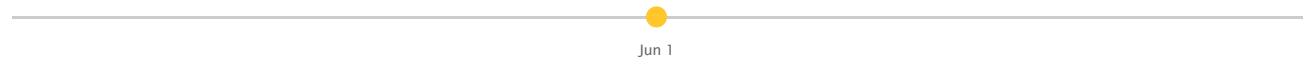
### Strategy 3

BEHIND

All teachers will meet during agreed upon time monthly to analyze and share data sources, including Fontas and Pannell, NWEA Assessments, On Demand Assessments, TRC/ Dibels, mclass Math, in order to determine gaps, areas of growth/ individual student goals in grade bands and identify small group learners."

Aug 27, 2018 to Jun 03, 2019 - GL Teams

### Status history



BEHIND

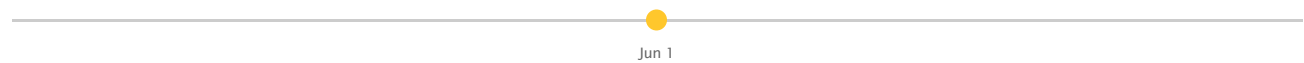
Jun 01, 2018  
**Problem**  
**Root Cause**  
**Next steps**

BEHIND

Weekly Data meetings to assess class student data in order to determine the effectiveness of lessons, students mastery of goals, identify gaps in learning, areas of growth/ individual, and opportunities for re teach. Teachers will use outcomes to develop appropriate small group tasks and guide instruction."

Aug 27, 2018 to Jun 03, 2019 - GL Teams

### Status history



BEHIND

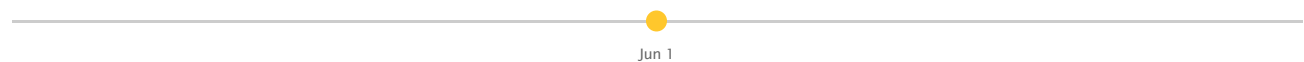
Jun 01, 2018  
**Problem**  
GL Agenda  
**Root Cause**  
**Next steps**

BEHIND

Lead teachers and administrators will schedule vertical and horizontal meeting times at the beginning of the school year to access and align curriculum in order to provide comprehensive and cohesive instruction."

Aug 20, 2018 to Sep 04, 2018 - Content Area Teams

### Status history



BEHIND

Jun 01, 2018  
**Problem**  
Scope and sequence  
**Root Cause**  
**Next steps**

BEHIND

Lead teachers will format lesson plan template to reflect small group instruction and assessment analysis before the school year starts."  
Sep 04, 2018 to Sep 05, 2018 - Content Leads

## Status history



BEHIND

Jun 01, 2018  
**Problem**  
Google Classroom submitted  
**Root Cause**  
**Next steps**

BEHIND

Offer quarterly teacher-led PD to share discourse strategies as identified in the powerful practice to enhance student discussion skills focused on instructional goals/ teaching points."

Aug 27, 2018 to Apr 30, 2019 - K-5 Teachers

## Status history



BEHIND

Jun 01, 2018  
**Problem**  
provide teacher calendar for observing peers, video taping, and feedback  
**Root Cause**  
**Next steps**

BEHIND

Provide additional materials to support present reading and math programs"  
Jul 02, 2018 to Oct 01, 2018 - Admin

## Status history



BEHIND

Jun 01, 2018  
**Problem**  
student learning materials will be provided  
**Root Cause**  
**Next steps**

### Strategy 4

BEHIND

To engage student voice, they will independently make choices in their learning environment during reading workshop"  
Sep 04, 2018 to Jun 17, 2019 - Teachers

## Status history



BEHIND

Jun 01, 2018  
**Problem**  
Reading workshop book choice, independent reading logs  
**Root Cause**

### Next steps

BEHIND

To engage student voice, they will independently make choices in their learning environment during writing workshop"

Sep 04, 2018 to Jun 17, 2019 - teachers

## Status history

Jun 1

BEHIND

Jun 01, 2018

### Problem

Writing workshop choice of topic

### Root Cause

### Next steps

BEHIND

Students will engage in morning meeting to develop a positive social emotional environment conducive to healthy learning"

Sep 17, 2018 to Jun 17, 2019 - teachers

## Status history

Jun 1

BEHIND

Jun 01, 2018

### Problem

Morning meetings will occur ever start of the day with intentional goals in mind which will develop a positive learning environment

### Root Cause

### Next steps

BEHIND

Students will participate in after school clubs and programming which enhance and compliment the school day"

Oct 01, 2018 to Jun 03, 2019 - teachers

## Status history

Jun 1

BEHIND

Jun 01, 2018

### Problem

After school programming that will develop skills and well as programming which will provide hands-on, creative learning. Maintain partnerships including girls on the run, Common Threads, band/choir, and Urban Initiatives. Develop arts targeted programs for outlet including visual arts, creative dance/movement related to cultural awareness.

### Root Cause

### Next steps

BEHIND

Students will actively engage in civic life events in order to help them become develop global awareness and become informed and effective members of the school community."

Oct 15, 2018 to Jun 03, 2019 - counselor, teachers, students

## Status history

Jun 1

BEHIND

Jun 01, 2018

### Problem

Student run systems including student announcements, Grades 3-5 student council committees, career day, gardening, and food/ clothes drive.

### Root Cause

### Next steps

BEHIND

ILT will assess and refine the workshop model, this will have the team take a closer look into the elements of the model and determine their effectiveness. The team will provide accountable feedback to colleagues that will support growth and development with using the model."

Sep 04, 2018 to Jun 17, 2019 - ILT, teachers

## Status history

Jun 1

BEHIND

Jun 01, 2018

### Problem

Peer observation and feedback documentation

### Root Cause

### Next steps

## 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.

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

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

Greene Elementary's Title 1 NCLB Annual Meeting will be held on September 26, 2018. The PAC organizational meeting will be held on the October 10th, 2018. Parents will receive information about the school programs and parent activities, including opportunities for parents to involve themselves in classrooms and to participate on the Parent Health and Wellness Committee, in which Greene hosts workshops, health fairs and school services.

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

At the October NCLB, Title 1 Meeting, the NCLB PAC meets, elects officers, and selects their monthly meeting dates and times. There are BOY along with 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 assessments.

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 parents' home informing them if any teachers are not highly qualified.

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

Through ongoing Parent Workshops, parent/teacher conferences, and Monthly Coffees with the Teacher/ 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). ELPT will organize a parent meeting for understanding/ reading ACCESS assessment results, as well as state wide assessment results.

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

Greene provides several Parent Workshops through the school year, as well as Math/ Literacy Family 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Greene has various community partnerships that support the school initiative in with developing relationships with parents and community members centered on building positive family units. Greene has support from organizations such as UIC Health and Wellness, Resurrection Project, Erie House, Frida Kahlo Community Organization, and Communities in Schools.

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

Through monthly NCLB Title 1 meetings, Greene provides ongoing Parent Workshops throughout the school year, as well as Math/ Literacy Family Nights, that focus on building parents' ability to support their child's academic advancement at home. 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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information is posted in the school office, sent home with students in English, Spanish and Chinese on a weekly basis through Thursday Folders and shared with parents at all school functions. Parents also have access to Class Dojo where there is direct communication with teacher and current classroom activities. Facebook posts are also made through a closed group to communicate school events.

#### Policy Implementation Activities

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

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

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

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

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

N/A

#### School-Parent Compact

Complete

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

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 14, 2018 and April 10, 2019.

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. Parents will be provided a cumulative conference report during meetings to monitor their child's academic progress.

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 or send message through Class Dojo 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 and family members 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 Stride Academy, a differentiated software program designed to support student academic development. Parents will communicate with teacher and/or attendance clerk if child is chronically ill and will be absent from class for extended period of time.

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 Principal/ Teacher Coffees during the school year and are able to ask questions and voice concerns at this time, as well as at ongoing Parent Workshops.



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

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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 580 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 250 .00
54125	<b>Consultants</b> 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)	\$ 2520 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 350 .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 350 .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 100 .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ Amount .00

53306 **Software**  
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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