

Wendell E Green Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Dowdell Tyrone	Principal	tvdowdell@cps.edu	Has access
Baker - Tall Latricia	Assistant Principal	llbaker2@cps.edu	Has access
Eaton Lavell	LSC Parent Rep		No Access
Brooks Diara	LSC Community Rep		No Access
Hutchinson Kelly	Counselor		No Access
Alexander Walter	SECA		No Access
Holmes Davina	Teacher		No Access
Young Thomas Shawniece	Teacher		No Access
Johnson Keesha	Teacher - Diverse Learners		No Access
Mullen Nichole	LSC Teacher Rep		No Access
Clark Tamiko	LSC Teacher Rep		No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Dowdell, Tall, Alexander, Clark, Mullen, Johnson, Holmes, Young Thomas, Hutchinson	Self Assessment, SEF

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Ensure the school's identity, vision, and mission drive school decisions. Allow teachers ample time to try new strategies, refine skills, grapple with implementation challenges, and share knowledge, experience, and successes. Acknowledge all staff for their positive contribution to the school community. Regularly inform and engage stakeholders of key data and work of the Instructional Leadership Teams, Grade Level Teams, and other structures for collaboration.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority. Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching. Reflect on its impact. Positive examples of student work are prominently displayed and reflect diverse backgrounds of all students. Throughout

the building, there are many visual reminders of the school's vision, mission, and expectations for the school community

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Integrate field-based learning through partnerships with city institutions (e.g. museums, colleges, universities, and community based organizations) Teachers provide opportunities for students to practice interpersonal, self-management, and other SEL skills
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Provide advanced learners with opportunities to extend core knowledge and skills Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals Use techniques that enable students to formulate their own questions, engage each other in authentic discussions about content, 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
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** 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
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 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

- **Evidence:** Start the conversation about college in primary grades and continue in upper grades Use student data and best practices research to develop focused programs Expand access beyond students who are struggling academically

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Adults frequently acknowledge students for their positive contributions to the school community Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue Create a positive climate and working conditions for teaching that attracts and retains educator talent
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** 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 Have a Student Voice Committee that 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
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** The school has 3-5 positively stated behavior expectations and norms that are regularly reviewed and shared by all members of the school community. The school community refers to these for guidance on how to interact with one another and care for the environment. Manage classroom routines and procedures to maximize instructional time

- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Suspensions are used as a last resort and only when the student's attendance at school presents an imminent threat to the physical or emotional safety of specific students and/or staff, or the student has caused chronic or extreme interruption to other students' participation in school activities, and prior interventions were attempted Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline
- 4 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns Coordinate work with a variety of community agencies to strengthen school climate and contribute to students' social and emotional development (e.g. out of school time partners, organizations that provide direct services within the school building, or community leadership organizations) Share best practices around learning and development with parents to support students at home

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	5
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	1
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Family & Community Engagement	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math Attainment in 2nd grade
Root Cause 1	Lack of planning between math team and 2nd grade teacher.
Area of Critical Need 1	Increased on-track metrics

Root Cause 2	Grading practices, accountability measures
Area of Critical Need 3	Reading Attainment in 3rd - 8th grade
Root Cause 3	Differentiation and planning needed for students achieving >40%

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) (Blank)	Overall		40.00	42.00
Vision: Attendance Rate (Blank)	Overall		96.00	96.00
Vision: NWEA Growth G3-8 (Reading) (Blank)	Overall		63.00	65.00
Vision: NWEA Attainment G2 (Math) (Blank)	Overall		40.00	42.00
Vision: Attendance Rate (Blank)	Overall		96.00	96.00
Vision: NWEA Growth G3-8 (Reading) (Blank)	Overall		63.00	65.00
Vision: NWEA Attainment G2 (Math) (Blank)	Overall		40.00	42.00
Vision: Attendance Rate (Blank)	Overall		96.00	96.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading)	Overall		63.00	65.00
(Blank)				
Vision: NWEA Attainment G2 (Math)	Overall		40.00	42.00
(Blank)				
Vision: Attendance Rate	Overall		96.00	96.00
(Blank)				
Vision: NWEA Growth G3-8 (Reading)	Overall		63.00	65.00
(Blank)				
Vision: NWEA Attainment G2 (Math)	Overall		40.00	42.00
(Blank)	African American		40.00	42.00
Vision: Attendance Rate	Overall		96.00	96.00
(Blank)	African American		96.00	96.00
Vision: NWEA Growth G3-8 (Reading)	Overall		63.00	65.00
(Blank)	African American		63.00	65.00
Vision: NWEA Attainment G2 (Math)	Overall		40.00	42.00
Our data shows lack of significant attainment	African American		40.00	42.00
Vision: Attendance Rate	Overall		96.00	96.00
We struggle to reach 96%	African American		96.00	96.00
Vision: NWEA Growth G3-8 (Reading)	Overall		63.00	65.00
	African American		63.00	65.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Growth remains a focus for our school. Data remains stagnant.				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Prioritize the creation and maintenance of a positive culture and climate that will foster student learning, achievement, and social-emotional well-being...
Then we see...	Calmer, productive classrooms, orderly hallways, improved peer relationships, conflict management, and orderly transition times
which leads to...	a safe, orderly environment evidenced by fewer misconducts, fewer parent/admin meetings and increased student learning and achievement evidenced by academic on-track metrics and NWEA scores.
Budget Description	We are currently in the process of filling a vacancy for our Security Officer. We have identified an officer and she is going through the hiring process with Talent.
Tags	Safety & Security
Action steps	<ul style="list-style-type: none"> (Not started) Allocate funding for Recess Monitors Tags: OSEL: Supportive School Environment

	<ul style="list-style-type: none"> • (Not started) Allocate funding for two full time security officers to ensure the safety and security of students and staff Tags:Safety & Security • (Not started) Identify and pair selected students with staff for SEL check-ins Tags:OSCPA: Social/Emotional Support • (Not started) Post visible and clear expectations throughout the building. Tags:Student Voice, Engagement, and Civic Life • (Not started) Develop incentives for students to become more compliant with expectations. Tags:Student Voice, Engagement, and Civic Life
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Strategy 2

If we do...	Increase informal observations and offer concrete feedback on instruction to support teacher instructional practices
Then we see...	increased teacher capacity to deliver effective instruction with a shift from current practices to more improved practices
which leads to...	increased student achievement as evidenced by an increased number of academically students on-track and increased student achievement as evidenced by NWEA scores.
Budget Description	
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction
Action steps	<ul style="list-style-type: none"> • (Not started) Utilize pop-in tool Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Teachers will participate in peer visits and/or peer coaching. Administration will structure 3 peer visits per year. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) School will conduct Instructional Rounds twice a year around a school-wide Problem of Practice Tags:Teacher Leader Development & Innovation: Distributed Leadership

	<ul style="list-style-type: none"> • (Not started) Use questioning and discussion to deepen student understanding. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language • (Not started) Promote meta-cognitive thinking and student discourse. Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language • (Not started) Incorporate writing as a part of the students' instructional day Tags:Literacy: Key Practice #3-Frequent Process-based Writing
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Strategy 3

If we do...	Select appropriate, challenging common core curriculum and follow quarterly pacing
Then we see...	activities, lessons, and instruction that facilitate student debate, discussion, writing, and exploration of ideas, strategies, and new learning opportunities
which leads to...	increased student learning and on-track data as identified by students' grades and NWEA scores.
Budget Description	
Tags	Literacy: Key Practice #4-Authentic Learning Experiences
Action steps	<ul style="list-style-type: none"> • (Not started) We will implement vertical alignment of curriculum Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Pair staff with a mentor who exhibits strengths in curriculum and provide peer observation opportunities. Tags:Teacher Leader Development & Innovation: Teacher Teams • (Not started) Re-visit and re-adjust scope and sequence in January and March as needed. Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Strategy 4

If we do...	create a uniform grading system
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Then we see...	- assessment of pre-selected items - 5 week, quarterly assessments - 'fair' grading
which leads to...	- students ownership of learning / grades as evidenced by increased GPAs - fewer students receiving failing grades - lower student retention at benchmark grades
Budget Description	
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) Develop school-wide assessment schedules for formative assessments Tags:Assessment: Balanced Assessment and Grading (Not started) Perform weekly/bi-weekly gradebook audits with teacher feedback; No Zero Policy Tags:Assessment: Balanced Assessment and Grading (Not started) Monitor Assessments (teacher generated, digital/interactive, and all formative assessments) Tags:Assessment: Balanced Assessment and Grading (Not started) Develop a balanced assessment schedule Tags:Assessment: Balanced Assessment and Grading

Strategy 5

If we do...	implement a MTSS system that is followed uniformly school-wide
Then we see...	- teacher learning of MTSS process and documentation - targeted supports for identified students - small group instruction
which leads to...	- slight increase in number of referrals because of teacher documentation - larger number of students in tier 2 & 3 - higher GPAs because of target, small group intervention - lower number of off-track students - lower number of student retentions
Budget Description	
Tags	MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) Provide MTSS professional development for staff. Tags:MTSS: Problem Solving Process

	<ul style="list-style-type: none"> • (Not started) Provide intervention plans for Tier 2 and Tier 3 students. Tags:MTSS: Progress Monitoring • (Not started) Regular monitoring of MTSS process Tags:MTSS: Progress Monitoring
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Action Plan

Strategy 1

Allocate funding for Recess Monitors

Jun 30, 2022 to Jun 30, 2022 - Administration

Allocate funding for two full time security officers to ensure the safety and security of students and staff

Jul 01, 2020 to Jun 30, 2022 - Administration

Identify and pair selected students with staff for SEL check-ins

Jul 01, 2020 to Jun 30, 2022 - ILT Staff

Post visible and clear expectations throughout the building.

Jul 01, 2020 to Jun 30, 2022 - Administration Staff Student Council

Develop incentives for students to become more compliant with expectations.

Jul 01, 2020 to Jun 30, 2022 - ILT Administration Student Council

Strategy 2

Utilize pop-in tool

Jul 01, 2020 to Jun 30, 2022 - Administration

Teachers will participate in peer visits and/or peer coaching. Administration will structure 3 peer visits per year.

Jul 01, 2020 to Jun 30, 2022 - Administration

School will conduct Instructional Rounds twice a year around a school-wide Problem of Practice

Jul 01, 2020 to Jun 30, 2022 - Administration ILT

Use questioning and discussion to deepen student understanding.

Jul 01, 2020 to Jun 30, 2022 - Teachers

Promote meta-cognitive thinking and student discourse.

Jul 01, 2020 to Jun 30, 2022 - Teachers

Incorporate writing as a part of the students' instructional day

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers

Strategy 3

We will implement vertical alignment of curriculum

Jul 01, 2020 to Jun 30, 2022 - ILT Admin Staff

Pair staff with a mentor who exhibits strengths in curriculum and provide peer observation opportunities.

Jul 01, 2020 to Jun 30, 2022 - Administration

Re-visit and re-adjust scope and sequence in January and March as needed.

Jul 01, 2020 to Jun 30, 2022 - ILT Admin Staff

Strategy 4

Develop school-wide assessment schedules for formative assessments

Jul 01, 2020 to Jun 30, 2022 - Admin Teachers

Perform weekly/bi-weekly gradebook audits with teacher feedback; No Zero Policy

Jul 01, 2020 to Jun 30, 2022 - Admin

Monitor Assessments (teacher generated, digital/interactive, and all formative assessments)

Jul 01, 2020 to Jun 30, 2022 - Admin

Develop a balanced assessment schedule

Jun 30, 2021 to Jun 30, 2021 - ILT Admin

Strategy 5

Provide MTSS professional development for staff.

Jul 01, 2020 to Jun 30, 2022 - MTSS Lead

Provide intervention plans for Tier 2 and Tier 3 students.

Jul 01, 2020 to Jun 30, 2022 - MTSS Lead Teachers

Regular monitoring of MTSS process

Jul 01, 2020 to Jun 30, 2022 - Admin MTSS Lead Staff

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Our School teams are continuously conducting needs assessment based on classroom data, district assessments, and state assessments. The CIWP serves as another thorough vehicle for analysis to align finances with greatest needs to improve students' learning and achievement.

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

Provisions for after school activities is a critical reform strategy that provides opportunities for students to meet proficiency and advanced levels of academic achievement. We have allocated resources for in-school programming such as our coding program which focuses on clear goals and high expectations. We also regularly analyze data (NWEA, 5-essentials, etc.) to measure equity or a lack there of within the various demographics of the student body.

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

Schoolwide reform strategies include preparation of a comprehensive schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students and underserved students. We will address the major problem areas identified in the comprehensive needs assessment. We will analyze our scheduling of the academic programs in an effort to maximize our pedagogical practices and the quality of learning time. To meet the needs of historically underserved populations within the school, maintaining a culture and climate that embraces inclusion remains at the forefront of strategies for reform. All efforts will be made to intentionally engage these students by all members of the community including teachers, paraprofessionals present in the school, and administrators.

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

Schoolwide reform strategies that address the needs of all students, but particularly low achievers include conducting a comprehensive needs assessment of the entire school, using academic achievement data and 5-essentials data which comes from school staff, parents, and the community. We will use a systematic method, such as root-cause analysis. The comprehensive needs assessment should identify the major problem areas that the school needs to address. We will look at the academic achievement of children in relation to academic standards, particularly the needs of those children who are failing, or are at-risk of failing.

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

To attract highly-qualified teachers, we invest in human capital. One strategy is that we provide teachers with substantive mentoring or onboarding opportunities to build new skills critical to their roles. Another strategy is that we provide teachers with ample opportunities for professional development or access to professional learning systems that support teachers' continuous growth. The last strategy is that we reward successful teaching.

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

Green School makes it a priority to engage our paraprofessionals, teachers, and administration in high-quality and on-going researched-based professional development opportunities. Our teachers participate in the most current district provided professional development webinars and workshops to learn about pedagogy and best practices. We intend to continue to provide our staff with the best professional development opportunities. All staff are encouraged to introspectively examine their own strengths and weaknesses. They are then encouraged to select professional developments that would enhance their deficits.

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

The most effective strategy we use to increase parent involvement is that of communication. This communication comes in various forms that invite parents to be partners. This communication provides actionable information that encourages parents to take on a stronger role in their child's education.

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

High quality early childhood programs are the single most important tool that prepare students for successful transitions into elementary school. Involving parents, integrating the teaching of social and academic skills, and creating continuity between preschool and elementary experiences and among settings that a child negotiates on a daily basis. Currently at Green, we have a preschool program that interacts with staff, and is included in programming and scheduling. Also, continuity is important for success of students. Green provides smooth transitions from one level of schooling to the next,

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

Including teachers in decisions regarding the use of academic assessments deepens the teaching and learning process, thereby improving the achievement of students. Measures that we use to include teachers are the following: Teachers develop their own useful assessments, provide corrective instruction, and give students second chances to demonstrate success. This measure can improve their instruction and help students learn. Another measure that includes teachers in decisions around assessments is teachers have the autonomy to disaggregate their students' data with professional peers, then decide what best practices can be employed to ascertain academic success with students.

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

expose students to re-teaching opportunities which require instructional approaches that address the various modalities of learning. Teachers provide enrichment activities for students which helps to promote critical thinking and problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding. In these activities, teachers will quickly target those students who lack motivation, have anxiety, or display other signs of difficulty, thereby providing effective assistance to the struggling students. Many teachers at Green provide before and after-school assistance to students who request help.

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

Green will accomplish the coordination and integration of these various programs by reaching out to CPS and external community partners. We rely on FACE to assist with resources and programs within the community that can be shared with our families. This program includes, but is not limited to information and resources about nutrition programs, adult and parent education, and job training. We also access information about similar programs through our collaboration with Trinity All Nations Church, which is adjacent to Green School.

ESSA Targeted Assistance Program

Parent Involvement 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.

Parents will be involved in the joint development and periodic review and revision of the ESSA, Title 1 school parental and family engagement plan by meeting every month to discuss and share ideas. They will have input into the decision making process by assisting with the planning for parent training, running the meetings, and identifying workshop topics and parent needs.

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

PAC meetings will be held monthly at a mutually agreed upon time that is convenient to our parents. At our first meeting we will explain the Title 1 requirements and their right to be involved in these programs. We will offer a number of additional parent involvement meetings, including our PAC and Parent Forum meetings. A flyer will be sent home. Dates will be noted in our monthly newsletter. Dates for the 2020-2021 School Year Include: November 13, December 11, January 22, February 19, March 19, April 23, and May 21. Times are 4:30 in the Library. Principal's Annual will be held on September 25th. PAC Organizational will be held October 23rd.

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

to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will respond to suggestions in the following ways: School administration will meet with the necessary stakeholders (teachers, PAC, LSC, etc) to schedule mutual times to meet with parents regarding educational concerns and/or decision making for the education of their children. We will provide opportunities for parents to offer suggestions. This will take place at each PAC meeting. Additionally, committees such as PAC and LSC all include parent representatives.

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 will receive progress reports and report cards at 5 and 10 week intervals, respectively. Parents will also receive a report of their child's performance on the NWEA in Reading and Math at the beginning of the school year. Mclass/DIBELS/TRC data will be shared with parents of primary students during Open House in September. Goal setting by teachers, students and parents will take place during the September's Open House. Goal setting will also take place after BOY and MOY testing. Parents will also receive reports (attendance and grades) quarterly.

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.

As defined by the Title I Final Regulations, parents may request verification of the "highly qualified" status of teachers. Once requested, letters will be sent home to parents in a timely manner when their child has been assigned to a teacher who is not deemed 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.

We will use the following means to assist parents in understanding components of their child's education. The school will convey information to parents via the school website, and other digital communication platforms with teachers. Classroom parent meetings and workshops will be provided to parents explaining the State Assessment (Illinois Assessment of Readiness), as well as district-wide assessments such as NWEA. Parents of primary students will receive information on their students regarding Mclass/DIBELS/TRC. Parents will have the opportunity to meet with their child's teacher(s) for further clarification and goal setting during Report Card Pick-up. Parents will also be given an option to schedule appointments to meet with teachers following the distribution of progress reports as well.

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.

The school is working closely with parents and families to provide students with both digital and non-digital resources that will assist with academic achievement. Many families have received technology

devices distributed by the school. Green will also continue to partner with facets within the community such as the Boys and Girls Club of Chicago, Chicago Public Library, Chicago State University, Chicago Park District and various surrounding organizations that provide training and/or share information about literacy and technology programs that will encourage increased parental involvement.

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.

Green School will educate all staff in the value and utility of contributions by parents; and work with parents as equal partners in the education of their children by establishing and maintaining communication with parents through newsletters, phone calls, teacher/parent communication digital platforms, and our school website. Professional development will be provided in August that will educate all staff on the value of parent support and involvement.

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

We will coordinate and integrate family and parent programs to further encourage and support parents in fully participating in their child's education early childhood program by providing family literacy nights (PAC), family math nights, and parent workshops.

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.

Green School will ensure that information is sent to parents in an understandable and uniform format by making sure that all correspondences are written in a professional and concise manner, utilizing an appropriate universal font. Most of our students/parents speak English as a first language.

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.)

Green will educate the total child by providing inquiry based, higher order thinking labs, infused with multiple opportunities of written and verbal communication. Peer collaboration will be highlighted as it is essential in problem solving, group dynamics, and interpersonal relationships. Additionally, not only must students have challenging, real world texts to read, but they must also have opportunities to think and reflect about the text, and respond to it in written and verbal form.

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.

Green will hold parent-teacher conferences following the distribution of progress reports (5 week intervals), report card pick-up (10 week intervals), and parent grade-level meetings (scheduled as needed). Parents are encouraged to schedule appointments with teachers as necessary. Teachers are also encouraged to regularly communicate with parents to keep them informed about pertinent events that occur in their child's academic experience. The next scheduled conference dates are report card pick-up: 1st Quarter- November 11, 2020; 3rd Quarter- April 14, 2021

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

Parents will be provided with frequent reports of their children's progress by way of graded student work, progress reports (5 week intervals), and report cards (10 week intervals). Amplify, NWEA and Illinois Assessment of Readiness (IAR) results will be sent to parents upon availability.

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

The school will provide access to parents at teacher discretion before and/or after school; also, during teacher preparation periods. Parents may utilize the school website to access staff email information; as parents are invited to email their child's teacher. Additional time will be provided during report card pick up/conferences and open house.

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.

Parents will be informed of the CPS Volunteer process, inclusive of the levels of clearance, background checks, etc. The school will provide parents with opportunities to volunteer and participate in their child's classes through mutually agreed upon dates and times with teachers and administration. Parents are

welcomed to observe classroom activities through scheduled appointments with their child's teacher. Parents will also have opportunities to attend classroom field experiences as they arise, as well as assist and support with family nights. Parents are also invited to attend school assemblies and award recognition programs.

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

Parents will support their children's learning by attending scheduled events such as open house, classroom/grade level meetings, and report card pick-up. Parents are encouraged to stay abreast of the monthly school newsletter. Parents will assist in learning by maintaining regular student attendance and making certain that homework is completed daily. Parents should promote and encourage children to follow school, classroom, and teacher expectations. Parents will be knowledgeable about promotion criteria/requirements. Parents are encouraged to visit CPS Parent Portal to stay abreast of students' grades on an ongoing basis.

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 may participate in the decision-making process by participating in IEP meetings, partnering with teachers to support learning at home, and attending PAC and LSC meetings. Parents are also welcomed to make suggestions and/or voice concerns to school administration.

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

Students will share the responsibility for improved academic achievement by maintaining a positive school culture inclusive of making responsible decisions regarding the safety of themselves and their peers. Students will be prepared for class, inclusive of wearing proper uniform and possessing all necessary school supplies. Students can assure academic achievement through regular attendance, respectful behavior toward staff and peers; and timely and thorough completion and submission of assignments/projects.

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.

- 1) To encourage parental participation and involvement in remote learning of students.
- 2) To insure effective involvement of parents and to support a partnership among the school, involved parents and the community to improve student academic achievement.
- 3) To provide materials and training, such as literacy and technology, that will help parents work with their children to improve their children's achievement.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p>53405</p>	<p>Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.</p>	<p>\$2000.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$0.00</p>
<p>54125</p>	<p>Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)</p>	<p>\$0.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$0.00</p>
<p>54205</p>	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	<p>\$0.00</p>
<p>54565</p>	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	<p>\$0.00</p>
<p>53510</p>	<p>Postage Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p>53306</p>	<p>Software Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p>55005</p>	<p>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 be used only by parents.</p>	<p>\$0.00</p>

