

Horace Greeley Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Raquel Gonzalez	Principal	rgonzalez2@cps.edu	Has access
Nicholas Guerrero	Assistant Principal	naguerrero@cps.edu	Has access
Ilona Bibrowicz	Special Education Teacher/BHT/MTSS	ibibrowicz@cps.edu	No Access
Ahmed Aljehani	Parent/LSC Member	ahmadle@hotmail.com	No Access
Liliana Silva	Bilingual/Gifted Program Coordinator	lsilva10@cps.edu	No Access
Janice White	Community Member/LSC	janicew6054@gmail.com	No Access
Janelle Garciduena	Student		No Access
Isamary Medina	Student		No Access
Grant Sandquist	Special Education Teacher	tgsandquist@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/22/2020	All CIWP team members	Rate each SEF category
01/27/2020	All CIWP team members	Complete SEF category
02/04/2020	All CIWP team members	Identifying areas of critical need
03/10/2020	All CIWP Members	Identifying root causes
05/22/2020	R. Gonzalez, N. Guerrero, I. Bibrowicz, A. Aljehani, G. Sandquist, L. Arellano	Review Strategies and Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 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)
 - 4 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
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** -Faculty collaborated together to develop a shared Vision/Mission statement for the school -ILT, Diverse Learner Team and Climate & Culture teams collaborated within their teams to create mission statements for their team. - Empower teachers to make school-wide decisions through the ILT, Climate & Culture Team, BHT, Attendance Team, & Advertising team. -Conduct learning walks between colleagues -Provide opportunities for safe practice within learning cycles -BHT meets weekly -ILT, Climate Team, Attendance Team and Advertising team meet bimonthly -A Google folder titled "Greeley Staff Shared Folder" is shared with the staff. It contains all the team agendas, minutes, units of study, handbooks, etc.
- 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

- 4 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** -Monitor the progress of the CIWP twice a year -Use of LASW and ATLAS protocol during team meeting to analyze data and student assessments. - Schedules reflect common planning time for teachers. -K-3 teachers participated in the DAILY 5 book study and CAFE book study -Teachers are currently engaging on a professional book study after school. -Working with Sodexo to provide 2 full time night custodians so that all areas of the school are cleaned appropriately - Invited Sodexo to the LSC meeting to inquire about the timeline to process PO's, repairs and parts. -Implement the Start, Stop, Continue method with staff three times a year to improve school systems and structures

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
 - 4 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:** -Teachers attended professional development on unit development - Teachers attended professional development and received coaching on restorative conversations, talking circles and Second Step. -On a yearly basis, teachers are using the Cubs Matching Grant/Greeley fundraiser funds to purchase student resources for their units of study -Through the use of LASW, unit alignment was checked and colleagues provided feedback to teachers - Through ISL/Network support, teachers were given feedback on their units of study
- 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 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:** -Middle school teachers are implementing the African American and Latin American Civic units of study -Third and fourth grade teachers are implementing the handwriting units into their curriculum -EL's are enrolled in ESL classes during the school day and after school -Teachers are collaborating to create units of study in ELA, Science , Math and Social Studies. -Teachers engage students in goal setting -Teachers differentiate, accommodate and modify student task for DL students based on their IRP's. -
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** -Teachers have been trained on using the new student assessment system -Teachers have attended training on assessments -Grade teams have met and determined grading scales for their grade for grade coherence - Accommodations and modifications are provided to all diverse learners based on their IEP's -Teachers are working collaboratively on units of study as well as formative and summative assessments
- 3 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 3 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)
 - 3 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)
 - 3 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 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 4 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)
- 4 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)
- 3 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 1 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)

- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** -MTSS coordinator collaborates with teachers and BHT to complete all mandates on time. -RTI is built into students's schedules daily -Students' tiers are determined through their Spring NWEA data -MTSS collaborates with teachers to create tiered groupings -Teachers monitor student progress every 5 weeks - Teachers were provided with information on the MTSS cycle and a flowchart with steps and information on what to do when they
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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:** -We provide students with before and after school academic and recreational programs -We provide a "summer camp" program for students that include academic activities to reduce the "summer slide" in learning. -Our school counselor met with each eighth grade student to ensure he/she completed the high school application process correctly. -Naviance was implemented to 7th and 8th grade classrooms -Our school counselor informed stakeholders of scholarships and other financial aid opportunities -We provide algebra to our 7th & 8th grade students on a yearly basis -We provide Spanish classes to our monolingual and bilingual students -All 5th and 8th grade bilingual students take the Seal of Biliteracy assessment -Through our PAC and BAC committee meetings, we provide workshops to parents on how they can support they child academic and social development at home - We provide training for all of our teachers on how to read the ACCESS report, strategies to use to support EL's, how to use the WIDA "Can Do" Statements in lesson planning, and how to write language objectives.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** -We have a Climate team that coordinates the Paw Pride assemblies monthly with the Student Council representatives to celebrate student achievement and positive behaviors. -The Culture and Climate team coordinates professional outings for faculty and staff to build community and trust among colleagues -Each day we celebrate students with 100% attendance -At the end of each week we celebrate grade spans with the highest attendance for the

week. -Teachers incorporate restorative conversations and talking circles in the classroom to build community and trust within the classroom -

- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** -Teachers subscribe to Scholastic News and CNN Top 10 News to incorporate current events into the curriculum -Seventh grade students complete a unit of study on the U.S. government and are required to take the U.S. Constitution test. -Sixth grade students listen to and create podcasts on current events
- 4 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** -All teachers have been trained on using restorative conversations techniques with students -Safety drills are practiced yearly with all faculty, staff and students. -The Climate team meets bimonthly to assess and address SEL issues and concerns -The Climate team create an SEL student survey . Upon completion, student results were shared with classrooms teachers. Teachers will use the results to support students in the classroom, administration will use the results to refer students to counseling, social services, etc.
- 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:** -Restorative practices are used when handling disciplinary concerns - Teachers were trained to use student logger to log positive incidences, incidences that required a restorative conversation by a teacher and/or incidences that require more in depth investigation by the school Dean or Administrator. Student logger gathers data into graphs and charts for comparison over time. -Misconducts and accident reports are entered into Aspen regularly - Suspension is used as a last resort and for serious behaviors as stated in the Student Code of Conduct
- 4 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 3 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)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 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:** -Our clerks are very welcoming, friendly and helpful when receiving families in the main office. - We use multiple modes of communication, (Remind, Class Dojo, Robocalls) to invite parents to our annual ice cream social, arts festival, multicultural festival, -At Greeley we have an open door policy for parents who have questions and concerns can speak to administration. We also return phone calls and reply to emails within 48 hours. -Every first Monday of the month, our school is open for a school tour for parents who are interested in transferring their child to Greeley -Ms. Silva, our Parent Liaison, maintains open communication with parents as well as facilitates the BAC and PAC meetings. - Our school partners with C4. We recommend families to the counseling service when we see a child or family who is in need of additional support services. -We conduct home visits to families who are truant -To support families with chronic truancy and/or low attendance (students with attendance below 95%), we call families every 5 weeks to offer support and to help create a plan to help improve the child's attendance -We partner with Jeoffrey Ballet, One Northside, North Halsted Alliance, British International School, Community in Schools, Cool Classics,

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	1
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	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	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	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	Students with IEP's meeting their growth targets
Root Cause 1	Lack of teacher collaboration for MTSS planning, review of student work and progress monitoring.
Area of Critical Need 2	Students in grades 3-8 meeting their reading growth targets on the NWEA
Root Cause 2	Unit planning in progress. Need to include: resources that are culturally relevant, differentiated instruction, ESL supports, modifications, aligned assessments.
Area of Critical Need 3	Students in grades 3-8 meeting their math growth targets on the NWEA
Root Cause 3	Lack of tiered instruction and modified assessments.

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
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>Students with IEP's and African American students were not meeting their Reading growth targets for the past two years on the NWEA.</p> <p>Students with IEP's: 13.5% African American Students: 11.7%</p> <p>Data above reflects students not meeting or exceeding their growth targets. (What is possible between the baseline and end goal, if goal is not achieved)</p>	Students with IEPs		51.18	53.88
	African American		53.12	55.56
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>African American and EL students were not meeting their Reading growth targets for the past two years on the NWEA. If practices do not change, student priority group data will be:</p> <p>African American Students: 20.7% EL Students: 9.03%</p> <p>Data above reflects students not meeting or exceeding their growth targets. (What is possible between the baseline and end goal, if goal is not achieved)</p>	African American		55.34	57.55
	EL		48.00	55.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>My Voice, My School 5 Essentials Survey If we continue to focus on creating quality standardized curriculum to build coherence with our K-8 program, while providing supports, professional development for teachers to build teacher capacity and empower their leadership abilities, then we will see an overall increase in the 5Essentials by 10 points in the next two years.</p>			3.80	4.00	4.00

Custom metrics (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>Increase 3-8 students overall on track metrics By implementing a universal grading system that is fair, consistent and accurately communicated with students and families we will see a positive increase in the number of students on track.</p>					

Strategies

Strategy 1

If we do...	If teachers collaborate in horizontal and vertical teams to align their standards based K-8 scope and sequence, and curriculum maps, and include differentiated tasks, with culturally relevant resources to their curriculum map dashboards, that include curriculum in English and Native Language
Then we see...	Curriculum maps aligned to the cognitive rigor of the CCSS. In addition, we will see students deeply engaged in their learning, student inquiry, agency, authority, and identity.
which leads to...	An increase in Academic Personalism from 18 to 30 as measured by 5Essentials in the next two years. In addition, 65% of our students meeting or exceeding their reading growth targets. Specifically attending to our priority groups of African American, Hispanic, and Diverse Learner students.
Budget Description	Support from Network ISL is needed for professional development and budget for substitute coverage.
Tags	CIDL: Curriculum

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Grades K-8 teams will continue to work on their units of study to include differentiated tasks and language targets for EL and DL's to include learning targets and assessments. <p>Tags:CIDL: Curriculum</p> • (Not started) Grade teams will meet to choose and include culturally relevant resources in thier units of study <p>Tags:Balanced Assessment and Grading</p> • (Not started) Grades K-8 teams will add grade appropriate differentiated supports and ESL supports to their units <p>Tags:MTSS: Curriculum & Instruction</p> • (Not started) Grade teams will meet evaluate vertical and horizontal alignment of standards-based curriculum. <p>Tags:CIDL: Curriculum</p> • (Not started) Bilieracy Team will engage in softer unit design approach (because of ongoing biliteracy professional development on unit design) buidling out the scope and sequence and units of study ensuring that daily tasks and objectives are aligned to learning targets standards in scope and sequence. <p>Tags:Curriculum</p> • (Not started) ILT and grade teams will conduct classroom observations and learning walks around targeted learning and CIWP focus to provide internal support to colleagues. Teacher teams will also engage in DOK learning walks evidenced in student tasks, assessments, questioning, student discourse and teacher instruction. <p>Tags:CIDL: Curriculum</p> • (Not started) ILT will engage in instructional core walks to ensure program fidelity and alignment. <p>Tags:Curriculum, Instruction</p> • (Not started) ILT will assist in developing a professional development plan for teachers using the professional development days and grade level teams on the following topics: differentiaion, making data informed decisions and training on any new resources or tools. <p>Tags:Curriculum</p>
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	<ul style="list-style-type: none"> • (Not started) During grade team meetings teachers will collaborate to evaluate their curriculum resources and supports to students to ensure they are culturally relevant and provide a cognitive demand for all students. Tags:CIDL: Curriculum • (Not started) ILT will develop a plan of action/timeline to address how we will begin the work addressing the academic gap that exists between our priority groups. The action plan will include concentrating on the priority groups (DL, EL, and African American students) separately while receiving PD in each area. In addition, the action plan will include work sessions to allow teachers to input supports into their units of study, based on their learning. Tags:CIDL: Curriculum • (Not started) On Nov. 6th staff will receive PD on MPI for EL's and will be provided time for a work session to include EL supports to their unit plans. Tags:CIDL: Curriculum
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Strategy 2

If we do...	If we create an aligned grading policy for grade spans K-2, 3-5 and 6-8 that includes an addendum for EL's and DL's, as well as develop formative and summative assessments that are aligned to the units of study
Then we see...	then we will see teachers grading consistently and accurately within their grade spans and rigorous assessments that contain varying levels of DOK
which leads to...	students having equitable opportunities to demonstrate their knowledge and grades will accurately reflect student achievement and we will see 50% or higher for DL and EL on-track standings as measured by measured by SQRP 2.0.
Budget Description	Extended day pay for teachers. Guidance and professional development from Network ISL
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) ILT will review the current grade policy using the problem solving process and use Aspen to review Greeley's current grading reports. Tags:Balanced Assessment and Grading • (Not started) ILT will meet twice monthly to collaborate with grade team to develop grading categories, weights for each category for grade spans K-2, 3-5 and 6-8 Tags:Balanced Assessment and Grading

	<ul style="list-style-type: none"> • (Not started) Grade K-8 teams will continue to develop a range of assessments that are aligned to the CCSS learning targets with varying DOK levels to provide a more comprehensive picture of student learning. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) Provide professional development for teachers on creating a range of standards aligned formative and summative assessments <p>Tags:Assessment: Curriculum Equity Initiative</p> <ul style="list-style-type: none"> • (Not started) ILT will collaborate with teachers to create guidelines on providing multiple access for students to display their knowledge in summative and formative assessments. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) The team will help develop an addendums for EL's and DL's. <p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> • (Not started) ILT will plan a whole staff meeting to communicate Greeley's new grading policy <p>Tags:Balanced Assessment and Grading</p>
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Strategy 3

If we do...	If we refine our MTSS protocols along with use of our local tiering criteria while including 5 week data meetings using Gradebook report and on-track metrics with all grade teams, and create a menu of strategies and interventions for 1-8 teachers.
Then we see...	teachers making data driven informed decisions around the supports students need and will be able to efficiently and strategically find appropriate research-based interventions
which leads to...	students receiving strategic supports in the appropriate tier level which will lead to an increase in on-track students to 55%.
Budget Description	Extended day pay for teachers, NWEA professional development and support from NWEA personnel, ISL support and professional development from Network ISL
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Recruit a team of teachers who would like to collaborate to: improve our tiered criteria, develop a menu of interventions for tiered supports and strategies and create an MTSS lesson plan template for tiered instruction. <p>Tags:MTSS: Curriculum & Instruction, OSEL: SEL Instruction</p>

- (Not started) Provide professional development to teachers on how to collect data and progress monitor

Tags:MTSS: Progress Monitoring, OSEL: SEL Instruction

- (Not started) Include 5 week data meetings (using assessment protocol) with K-8 teachers in team meetings schedules to help support teachers in making data informed decisions.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OSEL: SEL Instruction

- (Not started) Include a strategic step by step plan to communicate with parents and engage families in the MTSS process.

Tags:MTSS, OSEL: SEL Instruction

- (Not started) Create a data collection system for teachers that will include: students in their tiered instruction, progress monitoring, assessments, and strategies and interventions used.

Tags:MTSS, OSEL: SEL Instruction

- (Not started) Establish a regular communication plan with families to involve families, to educate families on the MTSS process, how it will support their child and what the MTSS process is.

Tags:MTSS: Family and Community Engagement

- (Not started) Develop a process for notifying families for Tier 2 and Tier 3 support

Tags:MTSS: Family and Community Engagement

- (Not started) Build community partnerships to provide after school programming for students in Tier 2 and Tier 3 supports.

Tags:MTSS: Family and Community Engagement

- (Not started) Create a survey to gain feedback from families on Greeley's MTSS supports

Tags:MTSS: Family and Community Engagement

- (Not started) Using the survey, evaluate family feedback and make changes accordingly.

Tags:MTSS: Family and Community Engagement

Action Plan

Strategy 1

Grades K-8 teams will continue to work on their units of study to include differentiated tasks and language targets for EL and DL's to include learning targets and assessments.

Aug 26, 2019 to Dec 20, 2019 - K-8 Grade teams, Administration

Grade teams will meet to choose and include culturally relevant resources in their units of study

Aug 26, 2019 to Jun 19, 2020 - K-8 Grade teams, Administration

Grades K-8 teams will add grade appropriate differentiated supports and ESL supports to their units

Jan 04, 2021 to Dec 16, 2022 - K-8 Grade teams, Administration

Grade teams will meet evaluate vertical and horizontal alignment of standards-based curriculum.

Jan 11, 2021 to Apr 23, 2021 - Grade teams, 3,4,5 Administration

Biliteracy Team will engage in softer unit design approach (because of ongoing biliteracy professional development on unit design) building out the scope and sequence and units of study ensuring that daily tasks and objectives are aligned to learning targets standards in scope and sequence.

Jul 02, 2020 to Jun 17, 2022 - Bilingual classrooms K-2, Ms. Silva, Admin

ILT and grade teams will conduct classroom observations and learning walks around targeted learning and CIWP focus to provide internal support to colleagues. Teacher teams will also engage in DOK learning walks evidenced in student tasks, assessments, questioning, student discourse and teacher instruction.

Sep 02, 2020 to Jun 04, 2021 - ILT, admin.

ILT will engage in instructional core walks to ensure program fidelity and alignment.

Jan 18, 2021 to Jun 18, 2021 - Teacher teams

ILT will assist in developing a professional development plan for teachers using the professional development days and grade level teams on the following topics: differentiation, making data informed decisions and training on any new resources or tools.

Aug 31, 2020 to Jun 18, 2021 - Admin, ILT, Teachers

During grade team meetings teachers will collaborate to evaluate their curriculum resources and supports to students to ensure they are culturally relevant and provide a cognitive demand for all students.

Aug 31, 2020 to Jun 18, 2021 - Teacher teams, Admin

ILT will develop a plan of action/timeline to address how we will begin the work addressing the academic gap that exists between our priority groups. The action plan will include concentrating on the priority groups (DL, EL, and African American students) seperately while receiving PD in each area. In addition, the action plan will include work sessions to allow teachers to input supports into their units of study, based on their learning.

Oct 14, 2020 to Oct 21, 2020 - ILT, Admin

On Nov. 6th staff will receive PD on MPI for EL's and will be provided time for a work session to include EL supports to their unit plans.

Nov 06, 2020 to Nov 06, 2020 - Ms. Silva

Strategy 2

ILT will review the current grade policy using the problem solving process and use Aspen to review Greeley's current grading reports.

Jul 06, 2020 to Aug 21, 2020 - ILT, Admin

ILT will meet twice monthly to collaborate with grade team to develop grading categories, weights for each category for grade spans K-2, 3-5 and 6-8

Aug 31, 2020 to Nov 11, 2020 - Grade Policy Team & Admin

Grade K-8 teams will continue to develop a range of assessments that are aligned to the CCSS learning targets with varying DOK levels to provide a more comprehensive picture of student learning.

Aug 31, 2020 to Jun 18, 2021 - Grade Teams, Admin, ILT

Provide professional development for teachers on creating a range of standards aligned formative and summative assessments

Aug 31, 2020 to Jun 18, 2021 - Network ISL Support, Admin, ILT

ILT will collaborate with teachers to create guidelines on providing multiple access for students to display their knowledge in summative and formative assessments.

Aug 31, 2020 to Jan 18, 2021 - ILT, Grade Teams, Admin

The team will help develop an addendums for EL's and DL's.

Nov 11, 2020 to Dec 18, 2020 - ILT, Grade Teams, Admin

ILT will plan a whole staff meeting to communicate Greeley's new grading policy

Aug 31, 2020 to Aug 31, 2020 - ILT, Admin

Strategy 3

Recruit a team of teachers who would like to collaborate to: improve our tiered criteria, develop a menu of interventions for tiered supports and strategies and create an MTSS lesson plan template for tiered instruction.

Aug 31, 2020 to Sep 30, 2020 - Admin, MTSS Team

Provide professional development to teachers on how to collect data and progress monitor

Aug 31, 2020 to Nov 13, 2020 - Network Support/Admin

Include 5 week data meetings (using assessment protocol) with K-8 teachers in team meetings schedules to help support teachers in making data informed decisions.

Oct 05, 2020 to Jun 18, 2021 - Admin/ Grade Teams/Network ISL support

Include a strategic step by step plan to communicate with parents and engage families in the MTSS process.

Oct 05, 2020 to Oct 05, 2020 - MTSS Team

Create a data collection system for teachers that will include: students in their tiered instruction, progress monitoring, assessments, and strategies and interventions used.

Oct 05, 2020 to Nov 02, 2020 - Admin, MTSS Team

Establish a regular communication plan with families to involve families, to educate families on the MTSS process, how it will support their child and what the MTSS process is.

Aug 31, 2020 to Oct 31, 2020 - MTSS Team, Admin

Develop a process for notifying families for Tier 2 and Tier 3 support

Aug 31, 2020 to Oct 31, 2020 - MTSS Team, Admin

Build community partnerships to provide after school programming for students in Tier 2 and Tier 3 supports.

Aug 31, 2020 to Mar 01, 2021 - MTSS Team, Admin

Create a survey to gain feedback from families on Greeley's MTSS supports

Jan 11, 2021 to Mar 15, 2021 - MTSS Team, Admin

Using the survey, evaluate family feedback and make changes accordingly.

Mar 02, 2020 to May 22, 2020 - MTSS Team, Admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

Greeley uses the following methods to assess students achievement throughout the year: Beginning, middle and end of the year analysis of NWEA data with grade teams and grade team meetings using data analysis protocols to assess student outcomes of teacher created assessments, and use of on-track data for 3-8 grade students. Based on the discussions that occur during the data meetings throughout the year, professional development is planned and provided for by teachers.

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

This is Greeley's third year in the curriculum mapping process. We have joined other schools within our Network to provide professional development to teachers on creating a scope and sequence and units of study that are CCSS aligned through the use of Universal Backwards Design. Greeley continues to use this method of planning as we continue to develop the remaining units of study and refine the complete ones.

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.

After our review of our student data, we recognize that our diverse learner, English Language Learner and African American priority groups continue to have an achievement gap in reading compared to the general population of students. To address this achievement gap that is occurring within our three priority groups, we are: including professional development for teachers on how to differentiate and scaffold instruction, adding "differentiation" "EL Support" "DL Support" to our units of study to address the specific needs of our students. In addition, our students' daily schedule includes an MTSS period where all students are grouped by reading and math levels and tiered supports so that they can receive explicit instruction in the areas of growth.

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).

In addition to our curriculum mapping, we also include a social emotional learning (SEL) period within our students' weekly schedule. This SEL period is designed for all students to receive our Second Step curriculum, participate in talking circles and restorative conversations with trained teachers. Special groups are also designed based on need, for students by the counselor and social worker (ie, Boys Group, Girls Group, Anger Management Group, Poetry Group etc.

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

We advertise our vacancies through the CPS website. Prior to interviewing candidates we review resumes to ensure candidates have the proper certification and endorsements for the position. First round interviews are conducted with administration. After first round interviews are conducted, administration checks for references. After references are checked, second round interviews are conducted with staff members and administration. A collaborative process is used between staff and administration to decide on the candidate that will be hired.

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.

Greeley's professional development is centralized around the CIWP. We offer professional development throughout the year to our teachers and PSRP's and ESP's in the following ways: researched vendors, Network ISL's, qualified teachers and administration.

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

We continue to involve our families through our PTO, PAC, BAC and LSC committees. Surveys are created each year to gain parental input on our parent workshops and our before and after school programming. Adjustments are made to our workshops and programs each year based on our parent input.

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.

Greeley started an advertising team in the Fall of 2020. The goal of the advertising team is to increase student enrollment at all grade levels and maintain our prek population. The advertising has created flyers for each of the programs that Greeley offers. We also plan to have informational meetings, tours for families and reach out to our prek families to become more involved in our school.

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

In the 2020-2022 CIWP plan, a strategy was included for teachers to develop formative and summative assessments that are aligned to CCSS. The action steps include teachers creating multiple opportunities for students to demonstrate their knowledge.

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.

Each year, Greeley offers after school tutorial programs for all students. These programs offer supports to DL, EL students, students who are receiving tiered supports and students who are at risk. In addition to the academic support, students also receive SEL support via the school counselor and social worker.

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.

All federally funded programs are implemented following federal guidelines. We have school personnel who are specifically assigned to programs to ensure implementation is followed with fidelity and coherence.

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.

The Parent Advisory Committee and Bilingual Advisory Committee meet on a monthly basis to address general issues of concern. In addition, the parents receive training/workshops, on topic they vote on, related to parenting elementary aged children. In this venue, both in the beginning and at the end of the year, parents have the opportunity to review and discuss the parent involvement plan and policy. Also, the Local School Council parent representatives are included in the development of the approval of the CIWP and any amendments that are needed.

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

The Title Annual Meeting is scheduled for October 16, 2020 at 3 pm. The PAC Organizational Meeting is scheduled for October 16, 2020 at 3 pm Parents and Local School Council Representatives are invited to attend and participate in the meeting. An employee on the administrative team, who serves as the Parent Coordinator, organizes monthly meetings with both the PAC and BAC committees to discuss the school's instructional programs.

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.

All parents are invited to the LSC, BAC and PAC meetings where input and suggestions are encouraged. Parent input is also included during the CIWP process. Parent suggestions and input is assimilated into the school plans by the Principal and leadership team.

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.

All parent assessment reports that are generated from the district-wide formative and summative assessments are provided to parents upon receipt or generation. Homeroom teachers distribute said reports to the families via parent conferences or through their children. Teachers are available to discuss assessment results with students and parents.

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.

All teachers at Greeley meet the Highly Qualified requirements of ESSA. Any teacher not meeting this requirements will not be placed in a job description they do not qualify for. In the rare event that there is no other choice, parents will receive in writing the NHQ status of the teacher.

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.

Greeley formally meets with all parents to discuss standards, objectives, student progress and assessments three times a year (Open House, and Parent/Teacher Conference Days). In addition, there are voluntary monthly meetings as well as monthly written communication with parents, such as the 5 week progress reports, that address similar topics.

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.

Parent training takes place at our monthly PAC and BAC meetings. A small budget is allocated to provide workshops on parent chosen topics that are geared toward making the home and school connection. Topics covered are determined by the parent groups and include literacy, technology, parenting elementary aged children. Parents are also given an opportunity to contribute to the greater school events through their involvement in these committees.

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.

Parent involvement is a professional development topic we discuss during the end and opening of procedures. Teachers are required to communicate with parents through a variety of means throughout the course of the year. In addition, all parents are given the opportunity to volunteer and visit their child's classroom. We stress the importance of having parents as our partners in the education of the children and seek to empower parents toward that end. Greeley has also formalized a Parent Teacher Organization that has strengthened the parentship between educators and families while adding value to the school in tangible ways. In addition, through our partnership with One Northside, we were able to continue the Parent Mentor Program to Greeley. This program provides professional development to hired parents on how to assist teachers in educating students in the classroom.

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.

A variety of parent activities will be scheduled in coordination with the ECE teachers. During these times, parents will be invited to visit the class and participate in structured activities with their children that are led by the teacher.

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.

Parent communication is sent home in the form of monthly calendars, Remind, Robo calls, Class Dojo, and our school website. These include important dates for meetings and other activities. The information is sent home in our primary languages of English, Spanish and Polish.

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.)

The educators at Greeley will look at each child as an individual, create equitable learning experiences that make the content meaningful, facilitate a welcoming learning environment that encourages positive social acceptance, interaction, and active engagement in learning and self-motivation. Greeley's administration will provide a school-wide positive learning climate and an effective professional development program that will assist the staff in sharing and implementing best instructional practices.

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.

The school will organize three parent/teacher conference dates in the calendar year. These conferences will take place in the classroom on or about the following dates: September 2020- Open House, November 2020 and April 2021,- Parent/Teacher Conference Nights. In addition, parent teacher conferences will be available at any point in the school year at the request of either party.

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 given a paper report on student progress every five weeks, alternating the Five Week Progress Report and the Quarterly Report Card. For example, five weeks into the school year, parents will receive the first Five Week Progress Report and five weeks after that they will receive the First Quarter Report Card. This will continue for all four quarters. In addition, parents will be encouraged to view the electronic process, Parent Portal, every two weeks to monitor student progress during the interim times.

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

Parents will be provided access to staff during the Open House and the first and third quarter parent/teacher conference nights. Parents can also schedule appointments with staff members at a mutually convenient and agreed upon time.

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 may participate and/or become involved in the following activities or committees: Parent Advisory Committee, Bilingual Advisory Committee, Local School Council, Parent Teacher Organization, Parent Patrol Program, Parent Mentor Program, Parent Garden Committee, fieldtrips, classroom activities, and school-wide special events.

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

Parents have access to teachers to discuss any concerns that they might have with their children. Parents are invited to participate in parent groups geared toward empowering them to extend learning activities to the home. Parents will also be given monthly tips and strategies to implement at home. It is understood that we all have a part in students success and so we will all commit to doing our part.

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

Both the PAC and BAC committees serve as advisory committees for parents to be involved in the decision-making as it relates to the educational programs of the school. Also, all LSC meetings are open meetings that encourage public participation. Parents are invited to interact with the LSC when decisions need to be made.

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 be held accountable to doing their part to ensure that they take advantage of the opportunities made available to them. We will encourage and positively reinforce excellent attendance and high academic achievement. In addition, we will take an individualized approach as it relates to difficult situations hindering student progress.

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.

Our goal is to continue to provide workshops for parents that help their child be successful in school and also provide workshops and information based on the current school year calendar (NWEA, ACCESS, High Schools). June- Officer Elections and goals for the year. October- Parents will vote on workshops for the year and State of Greeley Presentation. November- High School and Selective Enrollment Process. December- Provide a parent workshop on a selected topic and provide information regarding ACCESS testing for Bilingual Students. January- Provide a parent selected workshop. February- Provide a workshop on IAR testing. March- Provide a workshop on a parent selected topic and review NWEA testing information. April-June- Will be parent selected topics and set goals for the following school year.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$431.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1645.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00

