Nathanael Greene Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Shelley Lugo-Cordova	Principal	smcordova@cps.edu	Has access
Myrna Villafuerte	Assistant Principal	mgvillafuerte@cps.edu	Has access
Michelle McKeown	Techco/ Humanities	mfmckeown@cps.edu	Has access
Rosa Alvarez	ELPT	rmalvarez@cps.edu	Has access
Magaly Caveda	K-1 Lead	macaveda@cps.edu	Has access
Denise Scott	DL Lead	dasullivan@cps.edu	Has access
Yvonne Hernandez	2-3 Lead - ELA	yhernandez45@cps.edu	Has access
Marilu Marquez	4-5 Lead	mmarquez48@cps.edu	Has access
Elham Abbasi	Network Summit Liaison	ejabbasi@cps.edu	Has access
Esmeralda Rocha	teacher	ezapata2@cps.edu	Has access
Claudia Ortiz	teacher	ccortiz1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/13/2020	CIWP Team	SEF
01/15/2020	CIWP Team	SEF part 2
01/21/2020	CIWP Team	SEF evidence
02/04/2020	CIWP Team	SEF evidence part 2
04/16/2020	CIWP Team	Theory of Action
04/17/2020	CIWP Team	Theory of Action part 1

Date	Participants	Topic
05/07/2020	CIWP Team and PAC Committee	Parent and Family Plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 2 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 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
    - o 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)

- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Work as individual teachers and work onThe Instructional Leadership Team meets on a weekly basis to oversee and implement our school-wide powerful practice. The ILT is gathering and reviewing data from the learning walks and using this data to inform our powerful practice and determine school-wide areas of strength and need. As a school-wide goal, we are using the think-ink-pair-share strategy (TIPS) to increase the level of independent student discourse in all subject areas. A next step is to evaluate student discourse using a checklist and analyzing teacher/student questioning .

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: This is our 3rd year implementing GoMath. We will be reviewing other potential math curriculums to purchase for the next six years. All math teachers will have a voice in the selection of the new math curriculum. When making a selection we will be focusing on assessment, culturally relevant, rigor, alignment to grade level standards. In addition, during grade level meetings at the beginning of the year, teachers created a scope and sequence. The scope and sequence has allowed for the school to see gaps in the units of study and within grade levels. Teachers have created and continually revise Unit Plans for their respective content areas. In Reading, the unit plans are divided into bends and each bend has clear goals. This year we adopted a new Science curriculum, Amplify, and teachers have had training on the implementation. Science Unit plans have also been created to highlight the essential questions of each chapter. Essential questions are posted for students to reference along the unit. We also adopted a social studies curriculum. This curriculum allows students to see different perspectives, teachers supplement the curriculum using videos and primary sources. Greene School is a lab site for the Chicago Literacy Group. Teachers are crafted in the Workshop structure and are developing strategies to encourage collaborative learning opportunities which encourage student academic discourse Classroom libraries have a limited selection of culturally relevant texts. Classroom teachers are struggling finding culturally relevant text written at their students? reading level, especially for the primary grades.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**: Teachers meet regularly during principal directed grade level meetings to review student work, data, and lesson planning. The Powerful Practice is Small Group Instruction. This has impacted all classrooms school-wide. This strategy provides students with differentiated instruction aligned to their level. Greene teachers analyze the data from DIBELS/TRC along with NWEA MAP (second to fifth grades) to plan for and differentiate instruction. Teachers regularly identify gaps, areas that may need to be retaught, and students needing additional support. The Go Math program is used with fidelity at all grade levels. The Jolly Phonics supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. Handwriting books by Zaner-Bloser was implemented which helps support the writing workshop (formation of letters, phonics). Students' misconceptions are anticipated more fully as part of the planning process. Language objectives have been added into the planning process. Moving forward teachers will continue to work on Small Group Instruction to ensure that all students are receiving instruction aligned to their level so content is equitable. We plan on strengthening our math program by providing more rigorous instruction.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: We are currently using multiple measures to track student growth which include quantitative and qualitative data on students. Pre-assessments, post-assessment, and formative assessments are a part of each unit of study in reading and math. The MTSS program at Greene provides all students the level of

academic support they need to be successful. Through the MTSS program and progress monitoring, teachers are able to identify specific gaps and monitor student improvement for all students allowing students to work on targeted areas using LLI. In the context of the small group planning cycle, we are engaged in ongoing review of student work in discourse and writing to inform student readiness and future instruction. An area of growth is our consistent, widespread design of assessments that are modified to provide EL and DL access to all assessments. We continue to build assessments that reflect more real-world contexts to further student agency. We need to continue the discussion as to the purpose of grades at Greene and how best to balance student growth and achievement using qualitative and quantitative data more consistently throughout grade levels.

- 3 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 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)
- 3 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)
- 2 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)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 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**: Greene School?s MTSS program is designed to provide the appropriate levels of instruction and support for all our students in grades K-5th. Greene school uses the most recent performanced data to make strategic instructional decisions to meet the academic needs of all students. The MTSS team tracks growth of ALL students based on district-wide data including TRC/DIBELS and NWEA in order to accurately assess student achievement, growth and flexible grouping. The team is responsive to students? academic needs and progress monitor to track student growth and areas of need by using mclass and LLI running records. Our MTSS program emphasizes multiple levels of instruction and support for all students, including students who are below benchmark and students who are at level and/or above levels of instruction. At the beginning of the year, students are assessed with TRC/DIBELS and are grouped accordingly. Students who are below benchmark meet with the MTSS teacher on a daily basis for 45 minutes using the Fountas & Pinnell Leveled Literacy Intervention (LLI system) or the Burst program. This system of instruction provides daily, intensive, small group instruction with engaging leveled books and lessons that will meet the instructional needs of all students. Students who are at level and/or above reading levels are instructed in their homeroom. The classroom teacher plans and effectively delivers small group lessons that will challenge their students. In some cases, students who are above grade level are involved in book clubs. There is a wide range of multi-tiered levels of support for academics that includes Raz-Kids,

Burst and small groups through the workshop model of teaching. We strive to provide our students with additional support such as morning and/or afterschool tutoring to support students' academic areas of needs and strengths. In addition, progress monitoring is continuous and the results are used to provide much needed academic support. Greene School Tiering System includes the following: Tier 1: Within this tier students are receiving instruction from core curriculum with small group differentiation that meets the needs of all students in grades K-5th. Teachers progress monitor to track student growth and areas of need. Tier 2: Within this tier are students that are not making adequate growth from core curriculum and instruction. Therefore, students receive interventions that will supplement their core curriculum. Students receive additional progress monitoring that assesses their response to instruction as well as interventions. Teachers use the LLI system to teach key concepts and monitor progress. Students below benchmark are assessed with the mclass Burst program. Tier 3: At this tier, students receive intensive and individualized interventions. These students will also be monitored and assessed on their specific skill deficits and growth.

- 3 - Transitions, College & Career Access, & Persistence
    - o 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)
    - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 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
    - o **Evidence**: Transitions: ELPT has been a resource for our EL students, monitors student progress collaborating with teachers in completing the EL Progress Monitoring Tool to ensure teachers are providing supports for transitioning students. Teachers are included in MTSS planning for EL students, review of On track data, and classroom data in order to provide targeted support for our EL students. Weekly data meetings are part of GLM. Teachers look at assessments, align assessments to standards and use data to review instructional goals and provide targeted student support. Awareness: In the last 2 years, we have introduced student to college experiences by placing signs above teacher classrooms noting the college they attended with the phrase, "ask me more about (teacher college)" to begin conversations about attending college. Parent meetings are collaborated with Evergreen Middle School, where a Q and A session is established. Families are able to tour the school and meet the staff. Students are invited to shadow 6th graders for a day. Pre K teachers and families hold a Kindergarten transition day, in which students have a buddy day. We also have established a close relationship with students from UIC representing the Latino communities. UIC Student Visions was to promote reading within low income, minority communities by providing books of interest and exposing them to academic college experiences. We have annual held a career fair. Attendees were from diverse backgrounds representing a variety of careers, all from the Chicago area. The school counselor and Assistant Principal worked closely with the Communities in Schools' liason, Kaila Davis to invite sessions related to career and college readiness. Kaila has been instrumental in providing resources so that we were able to schedule for school presentations, Young Bankers Club, Scrubby Bear, and many suggestions for Career Day Speakers. Success: Parents are provided with workshops that provided financial information about making college an attainable goal for their child/ children.

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)
  - 4 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**: Greene has received a certification as an Exemplary Supportive School for Social Emotional Learning. Every classroom utilizes Second Step which is a social emotional curriculum/framework that allows students to promote their social emotional success. Following the framework provides opportunities for all students to learn social and emotional skills. The staff at Greene has been trained to implement Calm Classroom techniques, which are a 3-minute, scripted mindfulness-based techniques for the classroom. All classrooms engage in multiple calm classroom activities throughout the day. This provides students with strategies to help cope with stress and gives students a mental break from the rigorous instructional tasks that are provided throughout the day. There are several school personnel using Check In Check Out with Tier 2 and Tier 3 students. There is a strong Academic MTSS program in place, which utilizes a variety of stakeholders to instruct students using research based interventions. This allows students to develop relationships with adults besides their classroom teachers. Additionally, several teachers and paraprofessionals offer before and after school programming designed to meet students' needs and build upon their interests. Frequent parent workshops and cultural celebrations reflect an understanding of the importance of celebrating diversity across the community and fosters relational trust between parents and staff. According to the 5 Essentials Survey data, Involved Families is rated as strong, indicating highly developed relational trust between the school and families. The ILT and SEL team meet regularly based on an established schedule to support the development of school-wide professional capital and foster shared leadership among all stakeholders.
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence**: A culture of learning is evident in the school atmosphere that reflects motivation, confidence, and perseverance in learning and achieving, despite any challenges or obstacles. Classrooms portray high levels of energy and determination, with high levels of expectations for all students. Students and teachers take ownership of learning and achievements. Teachers have a strong desire and belief in themselves to make a positive impact on students. They are genuinely invested in the achievement of their students. Students are empowered by having a choice in which books they read during independent reading, (independent reading is based on their interests, and reading level),their

writing genres and the different types of activities they can join after school. There are many opportunities for before/after school extra curricular activities, including: Arts and Crafts, STEM, Technology/Reading Club, Spanish, Ballet Folklorico, Mandarin, Creative Writing, Ballet Folklorico, Cooking Skills, School Newspaper, Math Club, and Book Club. New, updated Social Studies curriculum is designed to promote the development of student voice and to learn about the structure and function of government.Classroom participation involves that of open ended questions and student dialogue/inquire is encouraged and embraced. There is a student leadership team which leads community service at Greene and with neighboring establishments. Student leaders have organized some community service initiatives both within Greene and outside of Greene (e.g. food drive).

- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Third through fifth grade students along with staff were given a survey about their physical, social, intellectual, and emotional safety throughout the school. Of those students, 64% of students stated that they have never been harassed, teased, or bullied in the past year at school while 26% of students felt they sometimes have been harassed, teased, or bullied in the past year in school. 95.4% of students stated that they have never been pressured into participating in bullying. The school has clear procedures for reporting and responding to safety concerns. There is a clear framework of positive behavior through Responsive Classroom. There are clear and visible student expectations on how to behave appropriately during transitions to keep order and safety throughout the school. Teachers take the time to explicitly model with their students expectations in different areas of the school. Poster reminders are posted around the building in order to make expectations clear to all in the building. There are clear procedures in place for fire drills and lock down drills that are practiced throughout the year to ensure safety in the event of an emergency. The SEL team has taken a leadership role in introducing, implementing and supporting restorative practices across the school. The SEL team has provided and will continue to provide teachers and staff with professional development and training on Restorative Justice Practices along with Second Step and how to consistently implement them in the classroom setting. In addition, continuing to improve coordination and communication of expectations across a student's school day and ensuring that students feel safe in all areas of the school at all times of the day.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)

- o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Greene school strives to involve parents establish a link between the home-school connection and encourages parent engagement in a variety of ways. There are many events and activities that focus on building capacity of our parents to support their children and be more active in the school community. From the beginning of the school year, teachers send home welcome letters and invite parents to attend Open House, during this time parents have the opportunity to meet their child?s teacher and receive valuable information regarding classroom expectations and curriculum overview. Parents have the opportunity to attend monthly meetings including the Bilingual Advisory Committee (BAC) and the Parent Advisory Committee (PAC), in which they receive valuable information on the school and community resources. Parents also attend grade level coffee hosted by their child?s classroom teachers and receive valuable information on the strategies and tips on how they can support their child at home. Parents are also invited to attend parent trainings and take part in book clubs. The school sponsors activities that involve the school community including a Halloween Trunk-or-Treat. Father-Daughter dance, Health and Wellness Fair, Science Fair and Winter/Spring assemblies.The school website and newsletters offer parents ongoing information about activities that are currently going on at the school, including workshops, after school and sport activities. Teachers communicate with parents on a daily basis through Class Dojo, via email and parent-teacher meetings. In addition, parents have the opportunity to meet with the classroom teacher at two parent-teacher conferences and if needed they can schedule a parent meeting with the classroom teacher to further discuss their child?s academic growth and areas of need. Greene continues to strive to involve parents in a variety ways.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
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: Supportive and Equitable Approaches to Discipline	**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	Math attainment among the overall student body
Root Cause 1	Lack of strong math curriculum

Area of Critical Need 2	Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
Root Cause 2	Lack of rigorous small group differentiated instruction.
Area of Critical Need 3	Exercise student voice and explore their identities and beliefs
Root Cause 3	Lack of k-5th health and wellness program along with commuity outreach.
Area of Critical Need 4	MTSS Tier 2 &3 math and reading supports for students and communication with parents
Root Cause 4	Lack of formal MTSS communication with parents along with related outcomes to all stakeholders

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Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) National Growth Percentile in Math went down from the 86th (2018-2019) percentile to the 42nd percentile (2019-2020) and is linked to our areas of focus.	Overall		70.00	88.00
	EL			
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Percent of students meeting and exceeding the national average growth norm fell from 61 to 57 and is directly linked to our areas of focus.	Overall		61.00	65.00
	EL			
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Percentile of students attainment dropped from 46th to 45th. This metrics is also directly linked to our areas of focus.	Overall		60.00	70.00
Vision: Attendance Rate	Overall		95.30	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
In comparing vision to the SQRP, our attendance rate has been on the decline.				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey There Is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at Greene.				90.00	100.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we actively engage students in meaningful student choice, student engagement, and civic education
Then we see...	then we will create a school-wide culture that leads to greater student independence, perseverance and achievement
which leads to...	where children have pride and take ownership in their learning and achievement and ultimately become responsible citizens.
Budget Description	Funding for culturally diverse reading books that provide cultural awareness, literature or magazines that have current event articles that provide more criticaly thinking skills and

	ensure scope and sequence in reading and social studies are aligned tosocial issue book clubs and Latino and African American Studies.
Tags	SSCE: Student Voice
Action steps	(Not started) To engage student voice, they will independently make choices in their learning environment during reading workshop, writing workshop, math instruction, science, social studies, physical education, art, music, and social emotional learning. They will have book choices from culturally diverse books and materials, independent reading logs, student choice of topic, and select differentiated student activities in all learning areas. Tags: (Not started) Students will engage in daily morning meetings, weekly Second Step lessons, and Calm Classroom three times a day to develop a positive social emotional environment conducive to healthy learning- Morning meetings will occur at the start of every day with intentional goals in mind which will develop a positive learning environment. Tags: (Not started) Students will participate in after school clubs and programming which enhance and compliment the school day. Include after school programming that will develop skills which will provide hands-on, creative learning. Maintain partnerships including Girls on the Run, Common Threads, band/choir, sports, and Urban Initiatives. Develop targeted arts programs for outlet including visual arts, creative dance/movement related to cultural awareness. Promote parent involvement programs through family cooking and nutrition classes along with wellness activities. Tags: (Not started) Students will actively engage in civic life events in order to help them develop global awareness and become informed and effective members - Student run systems including student announcements, Grades 3-5 student council committees, career day, gardening, and food/ clothes drive. Tags: (Not started) ILT will assess and refine the workshop model, this will have the team take a deeper dive into the elements of the model and determine their effectiveness. The team will provide accountable feedback to colleagues that will support growth and development using the model. - Peer observation and feedback documentation. Tags: (Not started) Increase the number of grade levels to take the 5Essential Survey, not just 4th and 5th grade.

	Tags:

Strategy 2

If we do...	Teachers engage in professional development and implement the new math curriculum with fidelity while incorporating technology along with rigorous small group, individualized instruction
Then we see...	students actively engaging in real life experiences, critical thinking, and technology
which leads to...	independent problem solvers of real life situations by showing their reasoning and thinking by using academic discourse.
Budget Description	
Tags	Instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	(Not started) Development of a common understanding of rigor across all stakeholders. BOY PD to discuss and create definition, parameters of what rigor looks like. Tags: (Not started) Development of Rigorous Tasks by aligning rigorous tasks to curriculum and creating rubrics to evaluate efficacy of rigorous tasks. GLM minutes will reflect focused discussion to revise rigorous tasks based on feedback and trial implementation. Tags: (Not started) Strengthen students' productive discussions through focused academic discourse by providing students with targeted discussion strategies in order to make meaning throughout the lessons. ILT will engage in developing the targeted strategies for academic discussions and conduct school-wide walkthroughs three times a years using the Network rubric that includes a student discourse component. Tags: (Not started) During BOY professional learning, teachers will be provided with time to develop a scope and sequence for science and social studies which would include implementing inquiry based lessons. Tags:STE(A)M Schools: Instructional Approach (SSS4)

	• (Not started) Teachers engage in safe practice, in which teachers engage effectively in observing and providing applicable feedback on targeted powerful practice - Peer observation and feedback Tags: • (Not started) Provide Tier 3 instruction for students who are one to two levels behind in 5th grade by providing individualized support using a computer based program (IXL). Tags:

Strategy 3

If we do...	Deliver differentiated, small group instruction to diverse learners , English Language Learners, as well as general education students by using data to inform our differentiated instruction
Then we see...	Students actively engaged in rigorous tasks with perseverance and equal voices
which leads to...	All students will have equitable access to grade level curriculum.
Budget Description	
Tags	Equity: Fair Policie sand Systems, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) All teachers will meet during agreed upon time monthly to analyze and share summative and formative data sources, including NWEA Assessments, On Demand Assessments, TRC/ DIBELS, mclass Math, Chapter tests, teacher created assessments in order to determine gaps, areas of growth/ individual student goals in grade bands and identify small group learners and create learning plans and goals for students. Tags: • (Not started) Weekly Data meetings using the Data Meeting Protocols provided by the network to analyze class and student data in order to determine the effectiveness of lessons, student mastery of goals, identify gaps in learning, areas of growth/ individual, and opportunities for re-engagement. Teachers will use outcomes to develop appropriate small group tasks and guide instruction. ? GL Agenda Tags: • (Not started) Lead teachers and administrators will schedule vertical and horizontal meeting times throughout the school year to access and align

	curriculum in order to provide comprehensive and cohesive instruction. ? scope and sequence aligned to Common Core State Standards
	Tags:
	• (Not started) Lead teachers will format lesson plan templates to reflect small group instruction and assessment analysis before the school year starts. ? Google Classroom submitted weekly and ILT will review lesson plans quarterly. Tags:
	• (Not started) Offer quarterly teacher-led PD to share discourse strategies as identified in the powerful practice to enhance student discussion skills focused on instructional goals/ teaching points. - provide teacher calendar for observing peers, video taping, and feedback. Tags:
	• (Not started) Provide additional materials to support present reading, math, science, social studies programs - student learning materials will be provided to all students. Tags:

Strategy 4

If we do...	provide time for teachers to review, analyze and discuss data to establish a baseline of student performance,
Then we see...	can effectively use the data to identify interventions and ensure that students are meeting their targeted goals
which leads to...	increase student achievement by 10 percent per grade level to obtain grade level or above level competencies
Budget Description	
Tags	MTSS, MTSS: Fidelity of Implementation
Action steps	• (Not started) Before and/or after school tutoring using LLI will be provided to students in grades 2-5 who meet the criteria of being levels below grade level, based on teacher recommendation. Tags:

	- (Not started) Screen ALL students 3x per year (fall, winter, spring) in NWEA and mClass DIBELS/TRC to determine a baseline of where students are performing and provide a menu of interventions. Tags: - (Not started) Classroom teachers and MTSS team analyze and interpret data to determine where students are at each percentile, i.e. <50%=on target, 15-49%=some risk, and 0-14%=high risk. Identify students who are at some risk and high risk and provide systems of support. Tags: - (Not started) Build in time during grade level meetings to analyze data immediately after screening to look at and use data for planning. Tags: - (Not started) Based on data analysis, provide strategic small group support and progress monitor students on a timely basis to monitor students who are at and/or below benchmark more frequently, i.e., 1 to 4x per month and/or weekly. Tags: - (Not started) MTSS team and classroom teachers meet after-school to discuss strengths and areas of need in systems of support and review student data to evaluate instructional effects of the program every 5 weeks. Tags:

Action Plan

Strategy 1

To engage student voice, they will independently make choices in their learning environment during reading workshop, writing workshop, math instruction, science, social studies, physical education, art, music, and social emotional learning. They will have book choices from culturally diverse books and materials, independent reading logs, student choice of topic, and select differentiated student activities in all learning areas.

Sep 08, 2020 to Jun 17, 2022 - teachers, students, parents

Students will engage in daily morning meetings, weekly Second Step lessons, and Calm Classroom three times a day to develop a positive social emotional environment conducive to healthy learning- Morning meetings will occur at the start of every day with intentional goals in mind which will develop a positive learning environment.

Sep 08, 2020 to Jun 17, 2022 - Teachers, students, counselor, teacher assistants

Students will participate in after school clubs and programming which enhance and compliment the school day. Include after school programming that will develop skills which will provide hands-on, creative learning. Maintain partnerships including Girls on the Run, Common Threads, band/choir, sports, and Urban Initiatives. Develop targeted arts programs for outlet including visual arts, creative dance/movement related to cultural awareness. Promote parent involvement programs through family cooking and nutrition classes along with wellness activities.

Sep 08, 2020 to Jun 17, 2022 - Admin, after school coordinator, teachers, community partners

Students will actively engage in civic life events in order to help them develop global awareness and become informed and effective members - Student run systems including student announcements, Grades 3-5 student council committees, career day, gardening, and food/clothes drive.

Sep 08, 2020 to Jun 17, 2022 - Teachers, students, counselor,

ILT will assess and refine the workshop model, this will have the team take a deeper dive into the elements of the model and determine their effectiveness. The team will provide accountable feedback to colleagues that will support growth and development using the model. - Peer observation and feedback documentation.

Sep 08, 2020 to Jun 17, 2022 - ILT team

Increase the number of grade levels to take the 5Essential Survey, not just 4th and 5th grade.

Sep 08, 2020 to Jun 17, 2022 - Tech coordinator, general education teachers

Strategy 2

Development of a common understanding of rigor across all stakeholders. BOY PD to discuss and create definition, parameters of what rigor looks like.

Sep 08, 2020 to Jun 17, 2022 - Admin, ILT, teachers

Development of Rigorous Tasks by aligning rigorous tasks to curriculum and creating rubrics to evaluate efficacy of rigorous tasks. GLM minutes will reflect focused discussion to revise rigorous tasks based on feedback and trial implementation.

Sep 08, 2020 to Jun 17, 2022 - Admin, ILT, teachers

Strengthen students' productive discussions through focused academic discourse by providing students with targeted discussion strategies in order to make meaning throughout the lessons. ILT will engage in developing the targeted strategies for academic discussions and conduct school-wide walkthroughs three times a years using the Network rubric that includes a student discourse component.

Sep 08, 2020 to Jun 17, 2022 - ILT, teachers

During BOY professional learning, teachers will be provided with time to develop a scope and sequence for science and social studies which would include implementing inquiry based lessons.

Aug 28, 2020 to Aug 31, 2020 - Admin, teachers

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

Sep 08, 2020 to Jun 17, 2022 - ILT, teachers

Provide Tier 3 instruction for students who are one to two levels behind in 5th grade by providing individualized support using a computer based program (IXL).

Sep 08, 2020 to Jun 17, 2022 - 5th grade teachers, Admin, MTSS Lead

Strategy 3

All teachers will meet during agreed upon time monthly to analyze and share summative and formative data sources, including NWEA Assessments, On Demand Assessments, TRC/ DIBELS, mclass Math, Chapter tests, teacher created assessments in order to determine gaps, areas of growth/ individual student goals in grade bands and identify small group learners and create learning plans and goals for students.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Admin

Weekly Data meetings using the Data Meeting Protocols provided by the network to analyze class and student data in order to determine the effectiveness of lessons, student mastery of goals, identify gaps in learning, areas of growth/ individual, and opportunities for re-engagement. Teachers will use outcomes to develop appropriate small group tasks and guide instruction. ? GL Agenda

Sep 08, 2020 to Jun 17, 2022 - Teachers, Admin

Lead teachers and administrators will schedule vertical and horizontal meeting times throughout the school year to access and align curriculum in order to provide comprehensive and cohesive instruction. ? scope and sequence aligned to Common Core State Standards

Sep 08, 2020 to Jun 17, 2022 - Teachers, Admin

Lead teachers will format lesson plan templates to reflect small group instruction and assessment analysis before the school year starts. ? Google Classroom submitted weekly and ILT will review lesson plans quarterly.

Jun 08, 2020 to Jun 17, 2022 - Teachers, Admin

Offer quarterly teacher-led PD to share discourse strategies as identified in the powerful practice to enhance student discussion skills focused on instructional goals/ teaching points. - provide teacher calendar for observing peers, video taping, and feedback.

Sep 08, 2020 to Jun 17, 2022 - Teachers, Admin, ILT

Provide additional materials to support present reading, math, science, social studies programs - student learning materials will be provided to all students.

Sep 08, 2020 to Jun 17, 2022 - Admin

Strategy 4

Before and/or after school tutoring using LLI will be provided to students in grades 2-5 who meet the criteria of being levels below grade level, based on teacher recommendation.

Sep 08, 2020 to Jun 17, 2022 - Admin, classroom teachers and MTSS team

Screen ALL students 3x per year (fall, winter, spring) in NWEA and mClass DIBELS/TRC to determine a baseline of where students are performing and provide a menu of interventions.

Sep 08, 2020 to Jun 17, 2022 - Classroom teachers and MTSS team

Classroom teachers and MTSS team analyze and interpret data to determine where students are at each percentile, i.e. <50%=on target, 15-49%=some risk, and 0-14%=high risk. Identify students who are at some risk and high risk and provide systems of support.

Sep 08, 2020 to Jun 17, 2021 - Classroom teachers and MTSS team

Build in time during grade level meetings to analyze data immediately after screening to look at and use data for planning.

Sep 08, 2020 to Jun 17, 2022 - Admin, classroom teachers and MTSS team

Based on data analysis, provide strategic small group support and progress monitor students on a timely basis to monitor students who are at and/or below benchmark more frequently, i.e., 1 to 4x per month and/or weekly.

Sep 08, 2020 to Jun 17, 2022 - Classroom teachers and MTSS team

MTSS team and classroom teachers meet after-school to discuss strengths and areas of need in systems of support and review student data to evaluate instructional effects of the program every 5 weeks.

Sep 08, 2020 to Jun 17, 2022 - Admin, classroom teachers, MTSS team

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.

According to our NWEA scores, there is a need to support the academic achievement in math. A new curriculum will be implemented called Envision Mathematics. Professional development for teachers will be provided.

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

Every grade level will have an MTSS instructional block to support academic achievement in math and reading. As well as providing students with after school opportunities for our EL students. Including a partnership with the consultant, Frida Kahlo, for after school activities.

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.

Increase parental involvement at school by providing workshops for our parents on how they can support their child?s academic needs at home.

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).

The SEL team has a check in and check out system to support tier 3 students, which includes mentoring. In addition to that, we use data and progress monitoring to support low achieving students.

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

We have maintained a good school rating in the last few years. As well as maintaining a one to one technology ratio for each classroom. Professional development is provided to support teachers in different content areas and maintaining a positive school culture.

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.

Professional development is provided to support teachers in different content areas. This year we will have more professional development available to support the new math curriculum being implemented.

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

Having the partnership with Frida Kahlo for parent workshops, using the ClassDojo platform to communicate across all the grade levels, coffee with teachers, and other quarterly after school activities such as literacy nights.

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.

A new full time pre-school will be starting in the next school year 2020-2021.

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.

During grade level meetings, teachers take part in the decision making regarding the use of academic assessments. Teachers align and plan all assessments with their scope and sequence. Data from formal assessments are analyzed to improve and support individual 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.

Our MTSS curriculum such as LLI, not only provides differentiated lessons and instruction, but also provides the materials for progress monitoring. Small group instruction implemented in each content area also allows to address academic achievement of all students, those having difficulty and those who are mastering.

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.

We provide nutrition programs for our families, as well as family cooking classes to support healthy choices among our families.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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

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

Greene Elementary's Title 1 NCLB Annual Meeting will be held on September 30, 2020. The PAC organizational meeting will be held on the October 9,
2020. Parents will receive information about the school programs and parent activities, including opportunities for parents to involve themselves in
classrooms and to participate on the Parent Health and Wellness Committee, in which Greene hosts workshops, health fairs and school services.

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

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

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

Parents receive ongoing feedback on their child's performance through parent/teacher conferences, calls home, progress reports, and report cards. In

addition, parents are provided with an individual copy of their child's performance on the State/National assessments.

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

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

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

Through ongoing Parent Workshops, parent/teacher conferences, and Monthly Coffees with the Teacher/ Principal, parents are provided with the tools to
understand State standards, to monitor their child's progress, and to work with their child's teacher(s). ELPT will organize a parent meeting for
understanding/ reading ACCESSS assessment results, as well as state wide assessment results.

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

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

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

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

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

Through monthly NCLB Title 1 meetings, Greene provides ongoing Parent Workshops throughout the school year, as well as Math/ Literacy Family Nights,
that focus on building parents' ability to support their child's academic advancement at home.Parent Workshops, Literacy and Math Nights, and monthly

Principal Coffees, parents are provided with information and training in how to support their children's education.

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

Information about school functions is posted in the school office and the school's Facebook page closed group to be shared
with parents. Parents also have access to Class Dojo where there is direct communication with teacher and current classroom
activities.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent/Teacher conferences are held twice a year. This year they will be held on November 18, 2020 and April 21, 2021. Conferences will address academic, behavioral, and/or health concerns, and be used as time for improvement, and the sustenance of a healthy relationship between school and home.

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

Progress reports go home to parents four times a year at the conclusion of a 5-week academic period. In addition, parents may speak with teachers outside of instructional hours. Parents will be provided a cumulative conference report during meetings to monitor their child's academic progress. Announce to parents the 3 times of year that Greene sets up a help desk supports parents with the use of a parent portal at school.

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

Parents may speak with teachers before school, as well as after school. Parents may also email or send messages through Class Dojo to communicate with the teachers. Teachers will review their ClassDojo expectations during coffee with teachers.

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

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

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

Parents can assist learning by ensuring students arrive at school daily, punctual, and prepared. Parents will communicate with the teacher and/or attendance clerk if the child is chronically ill and will be absent from class for an extended period of time. Parents will be encouraged to support student literacy at home. Students will bring books to read home every evening and parents will be encouraged to support students reading at least 30 minutes each night. In addition, parents are encouraged to support students academic advancement through monitoring student use of IXL and Raz-Kids, differentiated software programs designed to support student academic development.

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

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

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

Through a variety of incentives, encouragement, and clear and consistent expectations, students will be supported in arriving to school on time, making good decisions while at school, and assuming responsibility for their academic development outside of school. Students will take responsibility of their own learning by being reflective, setting goals, and tracking their performance, the school will provide avenues for that to occur.

Parent Budget (Complete)

> **Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**
>
> Increase parent involvement at school, support families in understanding and supporting students? cognitive development, and provide families with
> opportunities to participate in school-wide decision-making.

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

Account(s)

Description

Allocation

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.	$400.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$180.00
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)	$1900.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00

53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00