



Eliza Chappell Elementary School (/school-plans/75) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Joseph Peila	Principal	japeila@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
02/05/2016	Whole Faculty	Introduction to CIWP, SEF
02/12/2016	Peila, Erdman, VanThuyne, S. Holmes, Tovar, Castro, Weis, Sears, Bittermann, Heath, C. Holmes	SEF
04/15/2016	Peila, Erdman, VanThuyne, S. Holmes, Tovar, Castro, Weiss, Sears, Bittermann, Heath, C. Holmes, Stoller	Framework Priorities, Strategies, Goals

04/28/2016	Peila, Erdman, Weiss, Bittermann, S. Holmes, Sears	Review CIWP Rubric
05/06/2016	Bittermann, Weiss, Peila, Sears, S. Holmes	Review Strategies and Action Steps
06/02/2016	Bittermann, S. Holmes, Peila	Complete goal setting portion of CIWP
08/29/2016	Whole Faculty	Review of CIWP, Mission, Vision
11/30/2016	Instructional Leadership Team	Review of CIWP Strategies, Implementation Status
12/02/2016	Local School Council	Review of CIWP Strategies, Implementation Status

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

1 2 3 4

Our school's vision and beliefs are set in place. They are shared on the school website, which is available to the public. The school also holds various assemblies and parent meetings where the school vision is shared with everyone who is involved. At these meetings, there is a translator so that non-English speaking attendees can understand what is being shared. Based on our Five Essentials survey, our Program Coherence is 'very strong' with a rating of 90, based off of teacher response. Also according to the survey, "Collaborative Teachers" is 'strong' with a rating of 64. We use the CPS Framework for Teaching to ground instructional guidance and coaching by conducting pre and post-observations. Teachers provide input into scheduling enrichment and special education classes and take responsibility for the direction of faculty/staff professional development. The ILT meets regularly and provides input into school direction. Teachers organize and run weekly Student Intervention Team meetings.

#### Area of Growth:

Based on our Five Essentials survey, our "Collective Responsibility" is a neutral, with a rating score of 57. We need to inspire a culture of collective responsibility for the success of all students in the whole school (not solely teacher's own students). We need to work on creating and sustaining a coherent instructional program; specifically in the upper grades math program.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Instructional Leadership Team:

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

Score

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The ILT meets regularly every two weeks to discuss a number of topics, which include school data, programs, initiatives, and strategies used to improve the school. For every meeting there is an agenda to follow and members involved take notes. Information from ILT meetings are then shared out to the rest of the staff either at weekly team meetings or whole-staff PD days. The data we analyze is always the most recent information. We take the data to strategize ways to improve, which include forming RTI Tier groups to provide added instruction. All team members on the ILT have an equal voice and are actively engaged in asking questions and participating in each meeting. Information from ILT meetings are shared to the rest of the staff as well as at LSC meetings so that everyone in the school community is informed. According to the Five Essentials survey, we scored a 'strong' in Collaborative Teachers, with a score of 64.

Areas of Growth:

According to the Five Essentials survey, we scored a neutral in Effective Leaders, with a score of 57.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Professional Learning:

Score

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

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#### Strengths:

We select and design professional learning to achieve school-wide improvement based off of data and staff feedback. We use research about best practices to identify potential learning and subject matter experts to support. We have both whole staff and differentiated PL to individual teacher levels. For example, literacy teachers sometimes receive different PL than math teachers. We have implemented and sustained on-going, job-embedded professional learning by allowing opportunities directly related to individuals' specific areas of need and professional growth goals. Teachers are able to initiate opportunities for professional growth by proactively seeking out opportunities to enhance content knowledge and pedagogical skill. For every PD day, there are goals created that align to our school's improvement plan and agendas are provided for all staff members. According to our SQRP for attainment and growth in math and reading, we scored either 4-5 points.

#### Area of Growth:

We need to focus on closing our priority group achievement gaps, specifically in our diverse learners priority group. According to our SQRP, we scored a 3 for Diverse Learners Priority Group in both Reading and Math Growth. We need to focus on structuring more time for teachers to collaborate and learn together by conducting peer observations and coaching, especially with added support for our new teachers. We need to work on conducting frequent non-REACH observations to provide coaching and actionable feedback.

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

We use CPS instructional Time Guidelines to maximize instructional time.  
 Each teacher/grade level create their schedules so that they are maintaining the required minutes for each subject.  
 We align the budget to the CIWP priorities and the mission of the school.  
 We evaluate the consequences for student learning of resources that were bought for students. After using a particular reading program (Comprehension Toolkit), we decided that it wasn't be effective for the upper grades and therefore choose a new program to use (Engage NY)  
 We have a hiring team that consists of the principal, assistant principal and other staff members to help make decisions.  
 We have an interview process that includes a protocol for questioning to select highly qualified candidates.  
 The principal, with the feedback of the assistant principal and staff input, strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.  
 We use data, including teacher evaluations and exit interviews, to inform a retention strategy.  
 We have developed a number community partnerships (Friends of Chappell, Marianno's, Playworks, Gardeneers, Agesless Eyecare, Miles of Smiles)

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**

- Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

1 2 **3** 4

#### English Language Arts Evidence, Measures, and Standards

On the 5-Essentials Survey, 6th -8th grade students report less ambitious ("Neutral") instruction in English. 28% of students report they "Infrequently" re-write papers in response to teacher comments. 21% report they do not improve a piece of writing as a class or with partners. 35% of students report they do not debate the meaning of a reading.

K-5 teachers follow a collaboratively developed Reading and Writing Curriculum Road Maps. These maps follow the Reading Comprehension Toolkit and Lucy Calkins Writing Units of Study and are aligned to the Common Core State Standards (CCSS). Additionally, social studies and science topics are integrated into multiple writing units.

Chappell's K-8 reading program is based upon balanced literacy, exposing children to texts of different genres and appropriate complexity.

6-8 teachers use the CCSS-aligned Engage New York Reading and Writing Modules.

Formative and summative assessments administered to assess student progress and mastery of skills.

Instruction is aligned to school scope and sequence documents.

Spanish literacy is used as appropriate in Spanish bilingual classrooms. Spanish is maintained and developed for Spanish-speaking students in our Spanish Heritage Program.

Reading attainment for 2nd grade on Spring 2015 NWEA-MAP is at the 96 percentile.

Reading attainment for 3rd-8th grade on Spring 2015 NWEA-MAP is at the 73 percentile.

Reading growth for 3rd-8th grade on NWEA-MAP dropped significantly between 2014 and 2015 from the 93 percentile to the 75 percentile. This drop is likely due to an influx of students from a closing school in the neighborhood.

Diverse Learners growth for 3rd-8th grade on Spring 2015 NWEA-MAP was at the 43 percentile.

In two years (2014-15) EL's making target growth on the ACCESS improved from 42% to 50%.

WIDA standards implemented and used to measure ELL student performance.

#### Mathematics Evidence, Measures, and Standards

On the 5-Essentials Survey, 6th-8th grade students report ambitious instruction ("Strong") in Mathematics and Academic Press.

41% of students report regularly writing a math problem for other students to solve. 70% of students report they write sentences to explain math problems. 60% of students report they apply math problems to life outside of school. 84% of students report they solve a math problem to the class. 72% of students report they discuss possible solutions to math problems with classmates.

K-6 Math materials (Everyday Mathematics 4) are CCSS-aligned.

Grade 7-8 math teachers use Connected Math. The 7-8 materials are not currently CCSS-aligned, but units were purchased to retro-fit the curriculum.

Chappell increases rigor for advanced learners in 6th-8th grade by qualifying students into Pre-Algebra and Algebra math courses to extend knowledge and skills.

Formative and summative assessments administered to assess student progress and mastery of skills.

Math attainment for 2nd grade on Spring 2015 NWEA-MAP is at the 77 percentile.

Math attainment for 3rd-8th grade on Spring 2015 NWEA-MAP is at the 86 percentile.

Math growth for 3rd-8th grade on NWEA-MAP dropped between 2014 and 2015 from the 85 percentile to the 74 percentile. This drop is likely due to an influx of students from a closing school in the neighborhood.

Diverse Learners growth for 3rd-8th grade on Spring 2015 NWEA-MAP was at the 39 percentile.

#### Science and Social Studies Evidence, Measures, and Standards

K-5 teachers use the FOSS Science program. Grades 6-8 use SEPUP Science. These are not Next Generation Science Standards (NGSS) aligned but are inquiry based and rigorous.

K-8 social studies units at each grade level are based upon CPS Framework. The units provide a range and depth of learning experiences that are language and content rich.

#### Social Emotional Learning Evidence, Measures, and Standards

School wide Second Step curriculum implemented in classrooms to support social and emotional growth of students.

Playworks program provided to encourage character building, teamwork, and conflict resolution strategies.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.

- Use English and native language development in addition to content standards to differentiate for English learners.
- Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

### Score

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All teachers have access to leveled bookroom in order to provide varied and flexible texts based on student reading levels. Bookroom has texts in Spanish accessible for English learners. Sets of books were purchased to implement 6-8 Engage New York reading curriculum. Materials are current and updated to maintain alignment with the CCSS. Grades 3-8 have access to online resources and reference materials through iPad carts in classrooms. Laptops are available for all teachers and students to access materials and programs such as Study Island, Raz-Kids, Khan Academy and Achieve 3000. Computer lab (32 desktop computers) is available in the media center. School library has almost 6,000 books. The collection is regularly weeded and updated with funds allocated locally, through donations from the community and through CPS Matching Grant funds. Hands on manipulatives provided to enhance or support learning in math concepts. Science kits include materials that allow inquiry and hands on learning through investigations. Interactive whiteboards are used to enhance student learning experiences in grades 5-8. K-8 classrooms are equipped with document cameras to allow for teaching modeling and student sharing. Diverse Learners have access to differentiated instructional materials including Saxon Math Common Core Support Coach. K-8 teachers have access to Tier 3 reading Intervention materials (Achieve3000, Fountas and Pinnell Reading Intervention Kits). Teachers provide accommodations and modifications to general curriculum to support and meet the needs of Diverse Learners.

## Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**



- Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
- Materials are in English and native language for English learners.
- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

Score

1 2 3 4

Chappell's mission states that all students, including English Language Learners and Diverse Learners, are provided with rigorous instruction based on CCSS.

During a Network visit and teacher classroom visits, it was noted that students appear to be given cognitively challenging tasks, but they are not always required to provide evidence for their reasoning. It was also noted that students engage in accountable talk. On some occasions some teachers were reluctant to completely release the responsibility for task completion to students or they sometimes jump in too quickly to "rescue" students and not give them time to formulate answers.

Literacy tasks incorporate rigor through text complexity, ambiguity, provocativity, and challenge.

Teachers provide tasks that require students to cite evidence from text using a close reading technique.

On the 5-Essentials Survey, 6th -8th grade students report less ambitious ("Neutral") instruction in English. 28% of students report they "Infrequently" re-write papers in response to teacher comments. 21% report they do not improve a piece of writing as a class or with partners. 35% of students report they do not debate the meaning of a reading.

On the 5-Essentials Survey, 6th-8th grade students report ambitious instruction ("Strong") in Mathematics and Academic Press. 41% of students report regularly writing a math problem for other students to solve. 70% of students report they write sentences to explain math problems. 60% of students report they apply math problems to life outside of school. 84% of students report they solve a math problem to the class. 72% of students report they discuss possible solutions to math problems with classmates. Students in grades K-6 are challenged through a spiral curriculum in Everyday Math that reflects focus, coherence, and rigor. Students in grades 7-8 requires students to construct mathematical reasoning and critiques.

Students are monitored and assessed regularly using MCLASS math in grades K-2, and Mad Minute multiplication fluency in grades 1-8.

Opportunities are provided for students to create authentic work (school musical, science fair, class projects), although not all authentic work is for "real audiences" beyond the teacher.

Teachers individually examine student work to identify and showcase qualities of strategic thinking, and are working toward collaboratively analyzing student work as part of professional learning.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas
	✓ Observation of student learning (e.g. learning walks/walkthroughs)
	✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2b. Establishing a Culture for Learning</a>
	<a href="#">3b. Using Questioning and Discussion Techniques</a>
	<a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

The Chappell Student Intervention Team monitors student progress for transitioned EL students and intervention students. All students are invited to attend the high school homecoming football game. Grade 5-7 students attend the high school science fair. Eighth graders participate in High School Investigation Day each spring. Chappell students participate in the Pop into Reading summer program (K-5) or are provided summer reading assignments (6-8). Chappell has used What's Next Illinois to expose middle school students to high school, college and career readiness. We are transitioning to Naviance. K-5 students use the Paws in Jobland career path curriculum. Students in grade 8 can qualify to take high school algebra. Beginning in 2015-16 seventh graders could also participate. They will qualify for high school geometry in eighth grade. Students participate in an after-school pre-algebra program in sixth grade. Chappell's attendance rate is generally good (95.8% average in 2015). Grade 6-8 students who are "At Risk" because of attendance problems are required to attend a weekly attendance intervention group run collaboratively with the principal and the social worker.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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

1 2 **3** 4

#### Strengths:

Literacy teachers use flexible grouping when making reading groups. They use and alter groups as needed for guided reading, support group groups, literature circles, etc.

Math teacher use flexible grouping when utilizing centers within their classrooms. They base this on skill level and ability.

Teachers use open-ended questions to students

Teachers post and discuss daily standards and objectives to students on a regular basis.

Teachers connect learning to students' interests, knowledge, and experience.

Some literacy teachers group students by ability, level, and/or interest.

During a Network visit and teacher classroom visits, it was noted that students appear to be given cognitively challenging tasks, but they are not always required to provide evidence for their reasoning. It was also noted that students engage in accountable talk.

Teachers use and have world walls in their classrooms appropriate to grade level and/or content.

Teachers are required to turn in detailed lesson plans on a monthly basis. Included in the plans, teachers write questions that they plan to ask students during the lesson.

Teachers use a "Turn and Talk" or "Think Pair Share" technique within their classrooms to incorporate student collaboration and a varied use of questioning.

Teachers require students to use evidence to support their arguments and thoughts.

Spanish texts are available to teachers to use for English Learners.

Leveled bookroom is available for teachers to use for students.

Teachers and administrators use data (NWEA) to plan for targeted supports: Tier 2 and Tier 3 groups.

Teachers use data (NWEA) to plan for instruction to improve identified needs for individual and groups of students. They do this within their classroom, during WIN time, and during Tier 2 and 3 instruction.

Teachers look and review at data throughout the year and will adjust their instructional practice as needed. For example, if a math teacher found that their MOY NWEA scores were low on data analysis, they will focus on that.

Progress monitoring data is used on a weekly basis to monitor Tier 2 and Tier 3 students.

According to our SQR, we are a 1+ school.

According to the 5-Essentials survey, we received a rating of 'strong' for Ambitious Instruction, with a score of 62.

#### Areas of Growth:

We need to focus on our diverse learners instruction because based on our SQR, we received a rating of 3 for both Math growth and Reading growth.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

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

Score

1 2 3 4

#### Strengths:

According to the 5-Essentials survey, students reported a "strong" sense of Academic Professionalism towards their teachers. This means that teachers connect with students in the classroom and support them in achieving academic goals.

Teachers customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs.

There is a program in place to help with students who have low-attendance rates.

SIT is well-established here with weekly meetings. Teams of teachers come to collaborate on struggling students. As a team, decisions are made based on data and teacher-input.

Regular monitoring takes place for all Tier 2 and Tier 3 students.

Varied instructional strategies are in place for students who are identified.

Personal Learning PLans goals and interventions strategies are in place for students requiring school year supports.

Communication with parents take place as students are placed in Tier 2 or Tier 3 supports.

#### Areas of Growth

Classrooms need to be more student-centered with a higher level of student agency.

More use of personalized rubrics for ESL students.

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

### Score

1 2 **3** 4

**Strengths:**

Teachers form and use categories in their gradebook to assess students on a quarterly basis. Higher weights are given for formative assignments (class work) and test/quizzes and lower weights are given for homework.  
 Teachers use data to consider which students will be placed into Tier 2 and Tier 3 groups. Data includes formal assessments (NWEA, PARCC) and formative assessments teachers give and grade in the classroom.  
 Teachers give accommodations to students of diverse learners and for English Learners.  
 Teachers provide information to parents and students explaining how the categories are laid out for each subject.  
 Teachers provide rubrics for students so that they know expectations and standards for assignments.  
 Teachers use the same standards and expectations for all students.

**Areas of Growth:**

Formative assessments needs to drive teacher instruction.  
 Teachers need to collaborate more to create common assessments within a department, course, or grade level.

### Guide for Balanced Assessment & Grading

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

### Evidence, Measures, and Standards

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

**Culture for Learning:**

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

Score

1 2 3 4

Strength – Create a culture that reflects a shared belief in the importance of learning and hard work. Consistently communicate the expectation that all students can achieve at high levels. Clearly display and communicate school-wide expectations for academic and personal success throughout the building. Teach a growth mindset, over time with effort and practice, they can learn and succeed. Employ strategies including ongoing monitoring and support of students' academic behaviors. As seen in the 5 Essential Survey, section: Ambitious Instruction, Chappell scored "strong" in academic press category. We also scored "strong" in the collaborative practice category of the collaborative Teacher section.

Area of growth - All students receive recognition. Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence. (5 essential - Supportive environment - peer support - weak)

**Guide for Culture for Learning**

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

**Evidence, Measures, and Standards**



Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

Score

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

1 2 3 4

Strength: Develop trusting relationships with students so each student has at least one trusted adult in the school. Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance. Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others). (5 Essential Survey - supportive environment - student/teacher trust - >80% agree/strongly agree that students feel comfortable with their teachers; 5 Ess - collaborative teachers - collective responsibility - 88% of staff take responsibility for improving the school)

Area for growth: Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions. ((5 Essential Survey - Collaborative teachers - teacher/teacher trust - Strong - Staff will work to maintain the current level of professionalism when collaborating)

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

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

Score

1 2 **3** 4

Strengths: Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school. Have equitable access to rigorous courses/programming (World Language Program, Algebra, Science Fair, Spelling Bee). Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them. Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers. Students learn they have power and practice using it. Chappell students have an active student counsel. Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics. ((5 Essential Survey - Supportive Environment - Student/Teacher Trust - 88% of student agree/strongly agree that teachers listen to their ideas)

Areas for Growth: Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.

### Guide for Student Voice, Engagement, & Civic Life

#### Students...

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

### Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

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

Score

1 2 **3** 4

Strengths: Manage efficient and orderly transitions between activities. Well-managed classroom routines and procedures maximize instructional time. Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning). Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly with active staff supervision in all settings.

PBIS  
Second-Step curriculum  
Before Care / Park Kids

Area for growth: Above strategies are working well in primary and intermediate grades, however, they are working less effectively in the middle school grades, where a stronger emphasis is placed on punitive consequences. (5 Essential Survey - Supportive Environment - Safety - Neutral 46 rating)

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

## Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

Strengths: PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures. Use data to determine which behaviors should be retaught or more heavily reinforced. INSTRUCTIVE - Integrate universal SEL skills instruction and core content. Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth. Use data to determine which behaviors should be retaught or more heavily reinforced. Explicitly teach expected behavior and positively reinforce consistently school-wide. RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior. refer responses that do not remove students from regular instructional setting or after school activities. Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior. (Dashboard Data: Use of Consequence Report - 72% Restorative practices, 24% Detention, 3% In-School Suspension, 0% Out-of-School Suspension)  
PBIS - school-wide expectations taught and posted throughout multiple school settings.  
Second Step - Social Emotional curriculum  
Class Dojo - behavior tracking system  
Student Intervention Team (SIT) - academic and behavioral data is reviewed and interventions are recommended.  
Areas for growth: Contact families frequently to inform them of positive student behavior and progress. Develop and implement a formalized policy of reintegration for students who have received an out-of-school suspension.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

STRENGTHS: Establishing a non-threatening, welcoming environment that is warm, inviting, and helpful. Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances / exhibitions, literacy or math events). Solicit family's support and engage families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops). Partner equitably with parents speaking languages other than English.

Friends of Chappell (Parent/Community Organization)  
 Quarterly Newsletters  
 Fundraising Events  
 Sponsor various Cultural Arts Assemblies  
 NCLB Parent Advisory Council  
 Bilingual Advisory Council  
 Local School Council  
 7th and 8th Grade orientation before the start of the school year to emphasize the importance of Chappell's expectations  
 Promoting the use of Parent Portal  
 Curriculum night at the beginning of the year  
 School website (directly contact all teachers via email at any time)  
 Translation services as needed (for all meetings, report cards, parent portal, newsletters)  
 School tours & walkthroughs  
 After-School events that connect the school to parents and the community (Spelling Bee, Art auction, assemblies, performances, carnivals).  
 Classroom volunteers throughout the school for many grade levels  
 Regular communication (monthly bulletins, newsletters, robo calls, marquee)

AREAS OF GROWTH:  
 Send regular, positive, personalized communication from a staff member.

### Guide for Parent Partnership

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

- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊙
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊙
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊙
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊙
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊙

Goals

Required metrics (Elementary)

13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
2014-15 National School Growth Percentile (Reading) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 61% of our student were at or above the national average attainment in reading. That improved to 62% in 2014-15. On the Spring 2016 NWEA-MAP (reading), approximately 65% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.	93.00	75.00	76.00	77.00
<b>National School Growth Percentile - Math</b>				
2014-15 National School Growth Percentile (Math) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 63% of our students were at or above the national average attainment in math. That improved to 67% in 2014-15. On the Spring 2016 NWEA-MAP (math), approximately 60% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.	85.00	74.00	75.00	76.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
On 2015-16 Spring NWEA-MAP, 65% of grade 3-8 students met their reading growth goal and 60% met in math.	64.10	(Blank)	66.00	67.00
<b>African-American Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>				
2014-15 National School Growth Percentile (Reading) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 61% of our student were at or above the national average attainment in reading. That improved to 62% in 2014-15. On the Spring 2016 NWEA-MAP (reading), approximately 65% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.	93.00	71.00	73.00	74.00
<b>English Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>				

2014-15 National School Growth Percentile (Reading) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 61% of our student were at or above the national average attainment in reading. That improved to 62% in 2014-15. On the Spring 2016 NWEA-MAP (reading), approximately 65% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.

48.00

43.00

45.00

47.00

**African-American Growth Percentile - Math**

N/A

(Blank)

(Blank)

(Blank)

(Blank)

**Hispanic Growth Percentile - Math**

2014-15 National School Growth Percentile (Math) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 63% of our students were at or above the national average attainment in math. That improved to 67% in 2014-15. On the Spring 2016 NWEA-MAP (math), approximately 60% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.

82.00

73.00

75.00

77.00

**English Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

(Blank)

(Blank)

**Diverse Learner Growth Percentile - Math**

2014-15 National School Growth Percentile (Math) was achieved largely because Chappell was a "Welcoming School" that year. We received students from a closed CPS school. These students made great growth, but that growth slowed the next year. In 2013-14, 63% of our students were at or above the national average attainment in math. That improved to 67% in 2014-15. On the Spring 2016 NWEA-MAP (math), approximately 60% of our 3-8 students reached their growth goals. We are anticipating more students will have increased attainment, but our school may not show the same inflated growth percentile as in previous years.

31.00

39.00

41.00

43.00

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

Between 2013-14 and 2014-15, 1% more grade 3-8 students were at or above the national attainment average (61% - 62%). We anticipate that more and more students will reach higher levels of attainment over time.

74.00

73.00

75.00

77.00

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

Between 2013-14 and 2014-15, 4% more grade 3-8 students were at or above the national attainment average (63% and 67%). We anticipate that more and more students will reach higher levels of attainment over time.

82.00

86.00

87.00

88.00

**National School Attainment Percentile - Reading (Grade 2)**

In second grade, there was an average growth of 5.15 RIT scores between the Winter 2016 and Spring 2016 Reading NWEA-MAP assessments.

81.00

96.00

(Blank)

(Blank)

**National School Attainment Percentile - Math (Grade 2)**

In second grade, there was an average RIT growth of 4.5 between the Winter 2016 and Spring 2016 Math NWEA-MAP assessments.

90.00

77.00

80.00

82.00

**% of Students Making Sufficient Annual Progress on ACCESS**

Students' writing scores have been low and we implemented the Lucy Calkins Writing Workshop which will improve student performance on the writing portion of the ACCESS.

42.40

50.00

55.00

57.00

**Average Daily Attendance Rate**



This based upon current attendance rate of 96%, which includes all students.

96.20

95.80

96.00

96.00

**My Voice, My School 5 Essentials Survey**

We received a neutral rating on the section that asked about parent involvement. We are addressing this in our new CIWP with strategies to improve in this area. We anticipate moving from Neutral to Strong and, eventually "Very Strong." In addition, we had a Neutral rating in the area of "Supportive Environment." We recently received the "Exemplary" Supportive School Certification. We expect the rating in this area to improve from Neutral to Strong and, eventually, to Very Strong.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If teachers generate universal documents to collect data on intervention students for Student Intervention Team (SIT) meetings

Then we will see consistent, effective achievement/intervention data collection throughout the school

teachers having consistent evidence to present at SIT meetings to facilitate communication among faculty/team members. 2% of students will move from Tier 3 to Tier 2 or Tier 1

Tags:  
MTSS, Academic, Communication

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Create a of list of intervention strategies that teachers use to plan intervention instruction and a checklist for teachers to prepare for SIT meetings.	Instructional Leadership Team	Sep 30, 2016 to Jun 30, 2017	List of intervention strategies, checklist	Completed

**MTSS, Academic**

Create a SIT document for all teachers to use as a consistent template to communicate about student achievement data	Teachers, Counselor	Aug 1, 2016 to Sep 30, 2016	SIT document	Completed
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**MTSS, Academic**

Create a Google Doc Calendar for SIT scheduling as a tool to improve communication among teachers	Teachers, Counselor, Principal	Aug 31, 2016 to Jun 30, 2017	Google Doc Calendar	Completed
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**MTSS, Academic**

Strategy 2

If we do...

...then we see...

...which leads to...

If we identify and implement the new CCSS-aligned math program in grades 7 and 8 with fidelity

then we see all 7-8 math instruction aligned to the Common Core State Standards

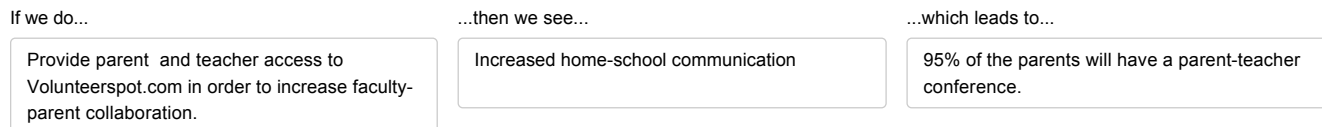
a 5% increase of students at or above the 50th percentile in math.

Tags:  
Common core, Math curriculum

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Identify the district approved Common Core aligned math textbook series	Principal, Assistant Principal, and Network ISL	Apr 1, 2016 to Apr 30, 2016	Sample text sets	Completed
<b>Common core, Math curriculum</b>				
Implement lessons from the district approved sample materials	7th and 8th math teachers	Apr 1, 2016 to Apr 30, 2016	Teacher textbook evaluation sheets	Completed
<b>Common core, Math curriculum</b>				
Evaluate district approved sample materials	7th and 8th grade math teachers	Apr 1, 2016 to Apr 30, 2016	Teacher textbook evaluation sheets	Completed
<b>Common core, Math curriculum</b>				
Purchase new 7th and 8th grade math materials	Principal, LSC	Jul 1, 2016 to Aug 31, 2016	New materials	Completed
<b>Common core, Math curriculum</b>				
Provide professional development to support implementation (teacher meetings, co-planning, peer observations)	Principal, Assistant Principal	Aug 31, 2016 to Jun 30, 2017	Sign in sheets	On-Track
<b>Common core, Math curriculum</b>				

### Strategy 3



Tags:  
Parental involvement, Parent partnerships

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
Create online "sign-ups" using Volunteerspot.com for scheduling parent-teacher conferences	Teachers and parents	Sep 1, 2016 to Jun 30, 2017	Volunteerspot.com accounts	Completed
<b>Parental involvement, Parent partnerships</b>				
Create online "sign-ups" using Volunteerspot.com for scheduling parent-counselor conferences (High school applications, college and career readiness)	Counselor and parents	Sep 1, 2016 to Jun 30, 2017	Volunteerspot.com accounts	Completed

**Parental involvement, Parent partnerships**

Create online "sign-ups" using Volunteerspot.com for scheduling parent classroom volunteers	Teachers and parents	Sep 1, 2016 to Jun 30, 2017	Volunteerspot.com accounts	Completed
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**Parental involvement, Parent partnerships**

Use volunteerspot.com or classdojo.com to send parents regular, positive, personalized communication.	Teachers	Sep 1, 2016 to Jun 30, 2017	Volunteerspot.com accounts, Class Dojo Accounts	On-Track
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**Parental involvement, Communication**

Strategy 4

If we do...

Increase opportunities for teacher-to-teacher collaboration through peer observations, professional development and collaborative planning meetings.

...then we see...

Articulation between grade levels, sharing of ideas, and bridging expectations between grade levels

...which leads to...

95% of lesson plans will include lessons of high rigor (Lessons that are interactive with challenging content that has overlapping ideas from various content areas; Instruction loaded with multiple meanings that need to be discussed, written about and unpacked; Content that is inquiry-based and personally or emotionally challenging for students)

Tags:  
Collaboration

Area(s) of focus:  
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Establish a schedule of peer observations	ILT, teachers	Sep 1, 2016 to Jun 30, 2017	Schedule, observation notes	On-Track

**Professional development, Collaboration**

Provide on-going literacy professional development	Principal, ILT, teachers	Sep 1, 2016 to Jun 30, 2017	Sign-in sheets, agendas	Completed
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**Professional development, Collaboration**

Provide on-going math professional development	Principal, ILT, teachers	Sep 1, 2016 to Jun 30, 2017	Sign-in sheets, agendas	On-Track
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**Professional development, Collaboration**

Provide collaboration meetings for teachers with support staff, enrichment and world language teachers	Principal, Assistant Principal, LSC, teachers, support staff	Sep 1, 2016 to Jun 30, 2017	Sign-in sheets	On-Track
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**Professional development, Collaboration**

Provide summer collaboration time for teachers to develop curriculum	Principal, Assistant Principal, LSC, teachers, support staff	Sep 1, 2016 to Jun 30, 2017	Sign-in sheets	On-Track
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**Professional development, Collaboration**

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a of list of intervention strategies that teachers use to plan intervention instruction and a checklist for teachers to prepare for SIT meetings.</p> <p>Tags: MTSS, Academic, Communication, MTSS, Academic</p>	Instructional Leadership Team	Sep 30, 2016	Jun 30, 2017	Completed
<p>✚ Create a SIT document for all teachers to use as a consistent template to communicate about student achievement data</p> <p>Tags: MTSS, Academic, Communication, MTSS, Academic</p>	Teachers, Counselor	Aug 1, 2016	Sep 30, 2016	Completed
<p>✚ Create a Google Doc Calendar for SIT scheduling as a tool to improve communication among teachers</p> <p>Tags: MTSS, Academic, Communication, MTSS, Academic</p>	Teachers, Counselor, Principal	Aug 31, 2016	Jun 30, 2017	Completed
<p>✚ Identify the district approved Common Core aligned math textbook series</p> <p>Tags: Common core, Math curriculum, Common core, Math curriculum</p>	Principal, Assistant Principal, and Network ISL	Apr 1, 2016	Apr 30, 2016	Completed
<p>✚ Implement lessons from the district approved sample materials</p> <p>Tags: Common core, Math curriculum, Common core, Math curriculum</p>	7th and 8th math teachers	Apr 1, 2016	Apr 30, 2016	Completed
<p>✚ Evaluate district approved sample materials</p> <p>Tags: Common core, Math curriculum, Common core, Math curriculum</p>	7th and 8th grade math teachers	Apr 1, 2016	Apr 30, 2016	Completed
<p>✚ Purchase new 7th and 8th grade math materials</p> <p>Tags: Common core, Math curriculum, Common core, Math curriculum</p>	Principal, LSC	Jul 1, 2016	Aug 31, 2016	Completed
<p>✚ Provide professional development to support implementation (teacher meetings, co-planning, peer observations)</p> <p>Tags: Common core, Math curriculum, Common core, Math curriculum</p>	Principal, Assistant Principal	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✚ Create online "sign-ups" using Volunteerspot.com for scheduling parent-teacher conferences</p> <p>Tags: Parental involvement, Parent partnerships, Parental involvement, Parent partnerships</p>	Teachers and parents	Sep 1, 2016	Jun 30, 2017	Completed
<p>✚ Create online "sign-ups" using Volunteerspot.com for scheduling parent-counselor conferences (High school applications, college and career readiness)</p> <p>Tags: Parental involvement, Parent partnerships, Parental involvement, Parent partnerships</p>	Counselor and parents	Sep 1, 2016	Jun 30, 2017	Completed
<p>✚ Create online "sign-ups" using Volunteerspot.com for scheduling parent classroom volunteers</p> <p>Tags: Parental involvement, Parent partnerships, Parental involvement, Parent partnerships</p>	Teachers and parents	Sep 1, 2016	Jun 30, 2017	Completed
<p>✚ Use volunteerspot.com or classdojo.com to send parents regular, positive, personalized communication.</p> <p>Tags: Parental involvement, Parent partnerships, Parental involvement, Communication</p>	Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✚ Establish a schedule of peer observations</p> <p>Tags: Collaboration, Professional development, Collaboration</p>	ILT, teachers	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✚ Provide on-going literacy professional development</p> <p>Tags: Collaboration, Professional development, Collaboration</p>	Principal, ILT, teachers	Sep 1, 2016	Jun 30, 2017	Completed
<p>✚ Provide on-going math professional development</p> <p>Tags: Collaboration, Professional development, Collaboration</p>	Principal, ILT, teachers	Sep 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide collaboration meetings for teachers with support staff, enrichment and world language teachers</p> <p>Tags: Collaboration, Professional development, Collaboration</p>	Principal, Assistant Principal, LSC, teachers, support staff	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✚ Provide summer collaboration time for teachers to develop curriculum</p> <p>Tags: Collaboration, Professional development, Collaboration</p>	Principal, Assistant Principal, LSC, teachers, support staff	Sep 1, 2016	Jun 30, 2017	On-Track

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

Parent input is solicited at the Local School Council (LSC), at the NCLB-PAC, at the BAC-PAC and informally throughout the year in survey form. CPS also conducts the annual "My Voice, My School" (Five Essentials) survey that helps inform the process of school improvement. Parents serve on our Continuous Improvement Work Plan (CIWP) school improvement process committee. Parents update the NCLB/Title 1 school parent involvement policy yearly and it is reviewed at Curriculum Night, which also serves as the school's Annual Title 1/NCLB Information Meeting. Copies are provided to each family.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. We anticipate the meeting to be held on September 15, 2016 at 6:30 pm. At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the proficiency levels students are expected to meet. This is also reviewed regularly at NCLB-PAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences. We anticipate that the NCLB/Title I PAC Organizational Meeting will be held on September 27, 2016 at 9:15 am.

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the proficiency levels students are expected to meet. This is also reviewed regularly at NCLB-PAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences.

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

Chappell hosts monthly meetings to provide parents the opportunity to participate in decisions about the education of their children. When appropriate, the school responds to these suggestions through programming or scheduling decisions.

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.

Individual student performance reports are shared at the fall parent-teacher conference meeting.

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 Chappell teachers are highly qualified for their positions. In the case that one were not highly qualified, parents would be notified by letter. Copies of these letters would be sent home by US mail and with students.

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the proficiency levels students are expected to meet. This is also reviewed regularly at NCLB-PAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences.

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the proficiency levels students are expected to meet. This is also reviewed regularly at NCLB-PAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences. At fall NCLB-PAC and BAC-PAC meetings, parents are given the opportunity to choose topics for parent workshops held throughout the school year. These workshops provide information, resources, materials and training (including literacy and technology training, when appropriate) to parents with the goal of helping them work with children at home.

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

Each fall as part of our opening faculty meeting, the principal educates all staff in the value and utility of parent contributions and in how to reach out to, communicate and work with, parents as partners. Parent programs are reviewed and teachers are encouraged to work closely with the Friends of Chappell (parent group), the NCLB-PAC, the LSC and the BAC-PAC.

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

Each preschool classroom schedules regular parent/student events, effectively integrating parents into their programs, encouraging and supporting parents in more fully participation in the educational process.

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

All school newsletters, notes, robo-calls and other communications are sent out in both English and Spanish. Upon enrollment, parents can choose the language they would prefer for their children's report cards. A list of available translators is posted in the lobby near the main office. The CPS Office of Language and Culture has also provided phone numbers for a translation service. Our school website can be translated into over 20 languages.

#### Policy Implementation Activities

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

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

N/A

#### Parent Compact

Complete

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

At Eliza Chappell Elementary School, a world language academy, we provide rigorous instruction based on the Common Core State Standards to all students in a supportive learning environment. This includes English Learners (ELs) and students with special needs. Together with parents and the community, our mission is to prepare all students to graduate from high school college or career-ready.

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.

Chappell holds parent-teacher conferences at the end of the fall and spring quarters (November, March), in conjunction with the CPS calendar. Conferences are scheduled using volunteerspot.com. Morning, afternoon and evening times are available. Translators are available when necessary.

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

Chappell sends home report cards after each quarter (November, January, March, June). In addition, mid-term progress reports are sent hom. both items are in the child's home language. In addition, Chappell parents may sign up for the CPS Parent Portal, allowing them remote access and notification via the Internet to find out about a child's grades and attendance in real time. Teachers are encouraged to communicate regularly with parents between these formal reports, especially if a child's grades have gone down.

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

Parents are encouraged to meet with staff members before or after school and during teacher preparation times. All staff members have email accounts and voice mailboxes.

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

Parents are encouraged to volunteer at school. The Friends of Chappell distributes a volunteer request form at the start of the school year. They use the returned forms to create a database of volunteers who help in many ways - both in the classroom and elsewhere in the school. Teachers also solicit classroom helpers or chaperones for trips at other times as needed.

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

Chappell parents may sign up for the CPS Parent Portal, allowing them remote access and notification via the Internet to find out about a child's grades and attendance in real time. Chappell distributes and follows the CPS Homework Policy and parents are encouraged to help their children with homework. Parents receive robo-calls when children are absent. The administration meets with parents to support students with poor attendance.

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

Parent input is solicited at the Local School Council (LSC), at the NCLB-PAC, at the BAC-PAC and informally throughout the year in survey form. CPS also conducts the annual "My Voice, My School" (Five Essentials) survey that helps inform the process of school improvement. Parents serve on our Continuous Improvement Work Plan (CIWP) school improvement process committee. Parents update the NCLB/Title 1 school parent involvement policy yearly and it is reviewed at Curriculum Night, which also serves as the school's Annual Title 1/NCLB Information Meeting. Copies are provided to each family.

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).

At Chappell, students share the responsibility for improving their achievement. All students set academic attainment and growth goals. Students with poor attendance participate in an attendance intervention group, focused upon improving their attendance. Students are expected to know the four school rules - Be Safe, Be Respectful, Be Responsible, Be Ready - and to apply them at school as appropriate.

Parent Budget

Complete

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

Parents will meet monthly and engage in activities/training that will support improved student academic achievement. There will be a wide variety of CIWP-aligned activities to support parents as they work with their children. Topics will include (but not be limited to) Helping Your Child with Tests, How to Enrich Your Child's Vocabulary and Internet Safety.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 525 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2000 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00



55005

**Furniture and Equipment**

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

\$	Amount	.00
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