



Eliza Chappell Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/02/2018	Peila, Bryniarski	Scheduling of Team Members, Meetings, Planning & Preparation
04/16/2018	Whole Faculty (Team Meetings)	Intro to CIWP, SEF
04/19/2018	Peila, Bryniarski, Van Thuyne, Tovar, Adolphus-Castro, Weiss, Holmes, Lichtenberg, Taylor, Vayo, Gillis, Mangawan, Claudio	SEF, Framework Priorities, Goal Setting, Strategies, Action Steps
04/20/2018	Peila, Bryniarski	Fund Compliance, Parent Involvement
04/20/2018	Van Thuyne, Weiss	Strategies
04/25/2018	Members of ILT: Peila, Bryniarski, Van Thuyne, Weiss, Lichtenberg, Taylor, Stoller, Albrecht	Completion of Strategies, Review of Plan
05/04/2018	Local School Council Members	Review of Plan
05/02/2018	All Faculty Members (Team Meetings)	Review of Plan, Discussion of Strategies, Action Steps
05/04/2018	Chappell Local School Council	Review of Plan, Discussion of Strategies, Action Steps
09/12/2018	ILT Meeting (Bittermann, McKee, VanThuyne, Bryniarski, Lichtenberg, Taylor, Peila)	Update Status of Strategies.
11/07/2018	ILT Meeting (Bittermann, McKee, VanThuyne, Bryniarski, Lichtenberg, VanThuyne, Taylor, Albrecht, Peila)	Update Status of Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1 2 3 4

Chappell has set a direction and created a sense of purpose by building consensus on and implementing a shared vision. The school mission is shared on the school website, which is available to the public. The school also holds various assemblies and parent meetings where the school vision and mission are shared with everyone who is involved. At these meetings, there is a translator so that Spanish-speaking attendees can understand what is being shared.

2017 Five Essentials survey data reports that Chappell teachers have a STRONG (72) sense of collective responsibility for student development, school improvement and professional growth.

2017 Five Essentials survey data reports that there is STRONG (67) teacher-principal trust at Chappell. Change is managed carefully and possible impacts are carefully considered.

At Chappell, teacher leaders regularly develop and lead professional development sessions and parent leaders have founded and maintained a successful parent/community support organization, the Friends of Chappell. The 2017 Five Essentials Survey reports that our efforts to increase teacher and parent leadership have been successful and in 2017 teacher collaboration is STRONG (75). This increased from 27 in 2014, when Chappell was rated NEUTRAL (57) in this area.

The 2017 Five Essentials Survey reports that Chappell has a VERY STRONG (99) program coherence. Our programs are coordinated and consistent with our vision and student goals.

Chappell teachers and administrators use the CPS Framework for Teaching to ground instructional guidance and coaching. The 2017 REACH Preliminary Practice Summary was used to determine areas for professional development focus during 2017-18 (assessment, student discipline).

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

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

1 2 3 4

At Chappell, the instructional leadership team consisting of a diverse group of educators meets monthly. Meetings have an agenda centered around a clear focus relevant to the needs of the school. During meetings, ILT members collaborate to work towards meeting long-term goals as outlined in the CIWP and to meet short-term needs such as pressing issues within the school. All ILT members provide insight and can suggest agenda items for future meetings. ILT members analyze assessment data (NWEA, PARCC, DIBELS/TRC, 5Essentials, Healthy CPS, Peer observations, etc.) to identify and drive action steps. ILT members present information to the staff in whole-group settings or through weekly team meetings.

Chappell's Instructional Leadership Team continues to strengthen its impact across the school. On the 2015 5Essentials survey, Chappell's result in the Effective Leaders component was in the "neutral" range, with a score of 57. In 2017, Chappell's results rose significantly to a score of 72, in the "strong" range. In the "Instructional Leadership" substrand, which discusses the standards of the School Leadership Team, Chappell's result in 2015 was 54 in the "neutral" range. This score rose significantly to a 74 in 2017, in the "strong" range.

The Instructional Leadership Team identified teacher to teacher peer observations as a key lever in strengthening instructional practices and developing teacher leadership within the school. Each year, teachers observe one or two colleagues with a schoolwide professional development focus in mind, such as checking for understanding during lessons. Teacher observers write small noticings on sticky notes which are displayed in the teachers' lounge anonymously. The ILT collects the sticky notes and categorizes them to identify schoolwide trends. The ILT then prepares professional development presentations for the staff based on the analysis of this data.

Important findings from the ILT are shared with stakeholders at monthly LSC meetings.

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

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.

1 2 3 4

The 2017 Five Essentials Survey rates Quality Professional Development at Chappell as VERY STRONG (82). 85% of teachers report that have enough time to think carefully about, try and evaluate new ideas. 87% report that professional development themes have been sustained and coherently focused. 88% of teachers report they have had opportunities to work productively with colleagues. 87% of teachers report that professional development has been closely connected to CIWP priorities.

Funds to provide professional development opportunities are part of the budget each year. This includes funds for supplies, materials, substitutes and professional development providers.

Professional development themes are based upon need and staff feedback. For example, during the 2017-18 school year, Student Discipline and Assessment were identified in the REACH Preliminary Practice Summary as areas of relative weakness among teachers. Consequently, the Instructional Leadership Team (ILT) recommended job-embedded training in the No Nonsense Nurturer program to address student discipline. Faculty members also participated in a book study that was completed during teacher team meetings to address assessment (Checking for Understanding, Fisher & Frey). The implementation of techniques/topics from training is monitored to ensure faculty members use new knowledge to improve their practice. During the 2017-18 school year, topics were revisited during REACH pre- and post-observation conferences, during the Network CAPE Visit, and during the April 2018 teacher peer observations.

Teachers also attend out-of-school workshops. During 2017-18, these were also aligned with teacher interest and need, and included topics such as Guided Reading, Grit/Motivation, Co-Teaching with Special Education/General Education Teachers. Teachers who attended returned to school and shared information from the sessions with colleagues during team meetings.

Preschool, kindergarten and first grade teachers attended the Annual Association for Supervision and Curriculum Development Kindergarten Conference and English Language teachers attended the Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students. Besides leading monthly meetings for Chappell's bilingual/ESL teachers, our lead bilingual/ESL teacher presented at that conference.

During the 2017-18 school year teacher leaders attended CPS-sponsored teacher summits (6-8 Humanities, 6-8 Science/Math, K-5 Math and K-5 English Language Arts). They returned to school and shared information from the sessions with their teacher colleagues at morning faculty meetings.

The school schedule has been developed to provide regular structured time for teachers to collaborate and learn together. The principal leads weekly team meetings during preparation periods, work days. Besides our book study, 2017-18 agendas show a variety of topics were addressed during team meetings: Development of reading pacing charts, inservice on new poster maker, student agency/identity/authority, NWEA BOY, MOY and EOY score analysis, PARCC Score analysis, Speech/Language screening protocols, review of student work (projects and performances to check for understanding), review of new bookroom materials, 2016/2017 ISBE Science score analysis.

The Instructional Leadership Team (ILT) meets regularly. Agendas from 2017-18 included many topics: Analysis and presentation of Five Essentials data, Review of Healthy CPS Alignment Report/Action Plan, CIWP Reflection, Attendance Interventions, Peer Observation Schedules

New teachers at Chappell have the opportunity to participate in the CPS New Teacher Workshops prior to the start of the year. They also meet with the administration and other faculty members for support as needed during the school year.

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

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

At Chappell, teachers are interviewed by the administration and, when possible, teachers and LSC members are encouraged to participate. Established and consistent screeners are used during the process and all teaching candidates provide writing samples and take a short math test.

Teachers are assigned to grade and content areas to create a balanced team with a variety of strengths. This is done with input from the teachers each year, after consulting teacher licenses and areas of endorsement..

The Chappell budget is aligned with the CIWP priorities and the mission of the school.

The school office has streamlined purchasing procedures to minimize lapses between ordering and receiving materials.

Several Related Service Providers, together with the counselor, make up the Chappell behavior health team (the psychologist, the social worker) and meet with children individually, in small groups or work within classrooms. The occupational therapist, the speech and language teacher and the physical therapist regularly work with children both in the classroom and in small groups elsewhere.

Chappell engages a variety of community organizations as partners, including: Playworks, Gardeneers, Cook County, The Friends of Chappell, National Louis University, Northeastern Illinois University, DePaul University

At Chappell, the school day is designed to respond to student needs. Prior to the start of the school year, the administrative team developed schedules for each grade level and for enrichment teachers (art, music, PE, library, Spanish, band) and special education teachers. All student IEPs were consulted and the students were scheduled into classes to meet their needs.

Faculty member schedules include time to provide Tier 2 and Tier 3 intervention support for students in kindergarten through eighth grade.

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

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

Students at Chappell are provided a rigorous curriculum which promotes thinking. They engage in authentic work intended for audiences beyond the classroom. For example, students participate in the Gardeneers program, the musical, and the science fair. Teachers guide their instruction to focus on agency, identity, and authority, as well as provide opportunities for checking for understanding. Peer teacher observations allow teachers to check for these components and to provide feedback.

English Language Arts Evidence, Measures, and Standards

On the 5-Essentials Survey, 6th - 8th grade students report less ambitious ("Weak") instruction in English. 23% of the students report that they frequently rewrite papers in response to teacher comments. 45% of the students report that they improve a piece of writing as a class or with partners. 46% of students report that they debate the meaning of a reading. 63% of the students report that they discuss the connection between a reading and real world experiences. K-5 teachers follow 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 exposes and extends opportunities for all students to access appropriate levels of text complexity by using a program of balanced literacy.

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

Formative and summative assessments are 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 2017 NWEA-MAP is at the 93 percentile.

Reading attainment for 3rd - 8th grade on Spring 2017 NWEA-MAP is at the 81 percentile.

Lessons in ESL/bilingual classrooms are WIDA standard-aligned.

Mathematics Evidence, Measures, and Standards

On the 5-Essentials Survey, 6th - 8th grade students report ambitious ("Strong") instruction in Mathematics. 24% of the students report that they write math problems for another student to solve. 81% of the students report that they can write a few sentences to explain how to solve a math problem. 56% of students report that they apply math situations to life outside of school. 82% of the students report that they can explain how to solve a problem to the class. 70% of the students reported that they discuss possible solutions to problems with other students.

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

Grade 7-8 math teachers use Go Math and are also CCSS-aligned.

Chappell increases rigor for advanced learners in 6th - 8th grade by qualifying students into Pre-Algebra and Algebra math courses. 7th grade students who pass the district Algebra Exit Exam are then eligible to take geometry courses at Amundsen High School.

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

Math attainment for 2nd grade on Spring 2017 NWEA-MAP is at the 81 percentile.

Math attainment for 3rd - 8th grade on Spring 2017 NWEA-MAP is at the 79 percentile.

Science and Social Studies Evidence, Measures, and Standards

K-5 teachers use the FOSS Science Program.

Grades 6-8 use the SEPUP Science Program. 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 the CPS social studies framework. There is some confusion about the articulation of this curriculum between grade levels.

Chappell is implementing the CPS Reparations Won curriculum facilitated by a social studies teacher and school counselor.

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.

Chappell implements PBIS school wide expectations.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.

- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

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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STRENGTHS:

Instructional materials at Chappell are intentionally planned and selected to be aligned to the expectations of the Common Core State Standards. These varied and flexible materials include books in English, Spanish, and other languages at a variety of levels that allow for differentiated instruction for all students based on their needs, including Diverse Learners, English Learners, and advanced learners. Chappell adds new curricular supports on a regular and ongoing basis to ensure that all students have access to the appropriate tools to meet their specific needs. All teachers have equitable access to the instructional materials in a publically shared book room, as well as online differentiation technologies such as Study Island, RAZKids, Khan Academy, Achieve3000, and IXL. These instructional materials can be accessed using ChromeBooks in 5th through 8th grade and iPads in preschool through 4th grade. All classrooms have document cameras and several classrooms have interactive whiteboards to enhance instruction through teacher modeling, student participation, and incorporation of technology as an integral component of lessons. Chappell's math curricula incorporates multiple modal approaches to learning, including manipulatives, real life application, and problem-solving. For example, algebra students calculate expected interest payments on credit cards. Literacy lessons incorporate both grade-appropriate texts as well as texts at students' individual levels. There are periods of instruction during the day dedicated to differentiation, such as the guided reading portion of the balanced literacy block and the What I Need (WIN) intervention period. The library and media center features 32 desktop computers and almost 6,000 books in English, Spanish, and other languages. This collection is regularly updated and enhanced with local allocated funds, donations from the community, Scholastic Book Fair fundraisers, and external grant applications. Materials for differentiated instruction are a core component of the educational experience at Chappell. For example, Diverse Learner and English Learner teachers modify and accommodate grade-level lessons using a variety of resources such as leveled texts from the shared book room and online materials such as ReadWorks and Newsela. There are materials available for more intensive interventions for struggling students such as the Fountas and Pinnell Leveled Literacy Intervention kits, RAZKids, Achieve3000, Study Island, and IXL.

NEEDS:

Although all curricular materials at Chappell are currently aligned to the Common Core State Standards, there is a need for greater coherence and alignment in social studies and science materials. We anticipate that a new social studies scope and sequence will clarify which themes are explored in which grades to create vertical instructional alignment. Newly acquired materials in social studies on a variety of topics will support rich and engaging instruction that connects to students' lives. In science, a new curriculum aligned to the Next Generation Science Standards would engage learners in higher order inquiry and real life problem-solving.

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"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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

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Rigor at Chappell includes all students according to our Mission Statement: "We provide rigorous instruction based on the Common Core State Standards (CCSS) to all students, including English Language Learners and our Diverse Learners, in a caring and supportive environment." Teachers regularly align instruction and learning objectives to the CCSS. According to our Spring 2018 CAPE walk, 12 out of 12 classrooms had tasks aligned to the CCSS. Teachers use multiple sources of data (DIBELS/TRC, NWEA, AIMSweb, etc.) to inform our rigorous reading and math instruction.

According to our 2018 Spring CAPE walk, 11 of 12 classrooms had appropriately complex texts. Teachers in K-5 use consistent strategies to improve student understanding of complex texts using the Comprehension Toolkit. Teachers in grades 6-8 utilize the EngageNY curriculum which emphasizes reading a variety of complex texts to build background and provide opportunities to engage in authentic experiences, research, and writing. Teachers in all grades utilize accountable talk to engage students in discussions. Responses from students indicate in our 5-Essentials report that the quality of student discussions is VERY STRONG (99).

We work across grade levels including reaching out to Amundsen High School to vertically align our mathematics curriculum to provide consistently challenging curriculum including Algebra and Geometry classes in the upper grades. Chappell utilizes the Everyday Mathematics spiral curriculum in grades K-6 which reflects coherence, focus, and rigor. As part of our last CIWP, Chappell has implemented Go Math! for grades 7-8. Since implementing Go Math!, according to the School Quality Rating Report, our school has improved from being the 58th percentile in our mathematics growth to 78th percentile in mathematics growth.

We give students many opportunities to work for real audiences including our Gardeneers program, Science Fair, and Student Musical.

On the 5-Essentials Report, according to student responses, Chappell received a STRONG rating in the Ambitious Instruction category.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

Chappell ensures successful transition into school by offering monthly school tours, 7th and 8th grade orientations in August, a school-wide Curriculum Night for all grades in September, teaching and practicing of school-wide behavioral expectations through Positive Behavioral Incentives and Supports (PBIS), and coordinated WRAP meetings with Network representatives and other stakeholders when welcoming a student from a more restrictive environment.

Chappell ensures successful transition during the school year by conducting weekly Student Intervention Team (SIT) meetings where student achievement and progress data are reviewed. This team (in coordination with the Behavioral Health Team) identifies and tracks all students receiving academic and SEL tiered interventions as well as monitoring the progress of transitioning EL students. Recommendations from the team influence the transition into or out of the tiered groups. Parents are notified of transitions by letter. Chappell's attendance rate is generally good (95.4% in the 2016/17 SY). Chronic absenteeism data is reviewed monthly to identify students who need more support. Attendance interventions include parent letter, parent conference, parent/student contract, and/or weekly small group sessions conducted by school counselor.

Chappell ensures successful transition from one grade to another by structuring weekly teacher meetings that are designed to facilitate horizontal and vertical articulation.

Chappell ensures successful transition from elementary school to high school by using GoCPS as a research tool for grades 6 -8. The school counselor delivers whole class guidance lessons to grades 6 and 7 to inform and explore CPS program types and eligibility requirements. Chappell participates in Northcenter High School Fair. We work with families to explore high school open houses and shadow day opportunities. The School Counselor conducts individual student/parent conferences for 8th grade high school exploration, application submission, and offer acceptance. Chappell students participate in High School Investigation day to Amundsen High School and other schools of acceptance. A Google Classroom platform is used the primary communication tool for 8th grade students and parents to relay all information and updates about the high school process. We have a strong partnership with Amundsen High School. Our students are invited to participate in selected homecoming activities and Amundsen high school students complete service hours at Chappell by delivering lessons to our students.

Chappell provides early exposure to academic and professional worlds beyond K-12 ensuring a successful transition to postsecondary options by using the Expanded Naviance Curriculum. This curriculum strengthen student self-awareness of strengths, skills, and preferences to make direct connections to career clusters and specific careers. Students are then able to work backward to explore postsecondary education choices and high school program options that will lead to the preferred career choice. Student exploration of CPS CTE programs are linked to career clusters. Short and long-term goal setting are used to ensure that students are on-track to meeting the eligibility requirements of the path they have chosen.

Chappell ensures equitable access to college preparatory curriculum. Identified 6th grade students are given the opportunity to participate in an out-of-school pre-algebra program. These students may then take Algebra in 7th grade and Geometry in 8th grade if required exit exams are passed. 8th grade students are also able to take Algebra if they score appropriately on the screener. Chappell 5th and 8th grade students can participate in the Seal of Biliteracy test. In SY 2016/17, a Chappell student had the highest score (in Spanish) for the district. The Naviance Curriculum is fully implemented where students develop an Individual Learning Plan (ILP) that tracks coursework, college and career assessments, and goal setting. Chappell's current (April, 2018) Naviance usage rate is 93% and ILP completion of assigned tasks is at 91%

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

Evidence, Measures, and Standards

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

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.

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Teachers have aligned their instruction to the Common Core State Standards and created learning targets based on Bloom's Taxonomy with a focus on high-level learning targets. The bilingual coordinator and special education teachers collaborate with teachers in co-taught classrooms to help scaffold instruction to students. According to teacher responses on the 5-Essentials survey, teachers have STRONG collaboration practices. Teachers who have their EL endorsement meet quarterly to discuss and collaborate to improve EL outcomes. Chappell integrates culture into all classrooms and additionally has a World Language program that exposes students to a 2nd language or supports the development of their primary language. Chappell received a STRONG rating on the 5-Essentials Survey for Ambitious Instruction.

At Chappell, Instruction is delivered in a variety of ways. Teachers participated in a book study centered around the book *Checking for Understanding* by Fischer and Frey. Teachers utilize a variety of ways to check for understanding to regroup students to provide remediation for student misunderstandings. In the 2016-2017 school year, 93% of teachers were rated proficient or higher on their REACH evaluations on demonstrating flexibility and responsiveness. In our Spring 2018 CAPE walk, 12 out of 12 classrooms had evidence for checking for understanding.

NEEDS:

During the 2016-2017 school year, component 3b of the REACH Framework (Using Questioning and Discussion Techniques) was identified as an area of relative need for Chappell teachers. 11.2% of observations received a "Basic" rating on this component, which was the highest across all the components for the year. We anticipate that teachers will improve in this area after receiving professional development around constructing higher order questions and using checking for understanding techniques in the classroom.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

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STRENGTHS:

Chappell teachers use a variety of measures including teacher-created formative assessments to supplement district assessments. Teachers use daily observations, exit tickets, conversations, and other checks for understanding to create a more comprehensive picture of student learning. The more formal assessments are reflected in lesson plans, but Chappell teachers use ongoing, in-the-moment assessments to inform instruction in real time. Teachers regularly assess all students using grade-appropriate metrics to identify all students' current levels of achievement and performance. Students are screened for additional levels of support using district assessments, such as NWEA, DIBELS/TRC, and others, but teacher observation and concern can also be a deciding factor when identifying students for more intensive supports. The progress of students receiving Tier 2 or Tier 3 support is monitored weekly across the entire school to provide a clear picture of whether interventions are meeting student needs. All teachers, including Diverse Learner and English Learner teachers, use a variety of assessments to determine students' grades and achievement. Teachers engage students in reflection about their progress and how they are graded. Teachers use portfolios, performances, projects, and other measures in addition to pencil and paper tests to gauge student achievement. Teachers provide some accommodations and modifications to assessments for Diverse Learners and English Learners, especially in the areas of literacy and math. For example, Diverse Learner teachers in a co-teaching setting might provide students with visual supports such as a list of math steps to follow, and English Learner teachers will utilize bilingual word banks to support students' writing on assessments. All teachers, including Diverse Learner and English Learner teachers, use students' reading levels and math scores to determine what students can demonstrate on assessments. English Learner teachers use ACCESS results to group and assess students according to English proficiency level.

Areas of Growth:

The fidelity with which all supports are implemented at the classroom level needs to be increased, especially in content areas such as science and social studies. Direct services from Diverse Learner and English Learner teachers are often not scheduled during these instructional blocks. If all teachers felt more confident in their skills to differentiate instruction and accommodate and modify assignments and assessments, then all students from diverse populations will benefit. Professional development in differentiated instruction and assessment could help teachers feel more successful even without the direct support of Diverse Learner or English Learner teachers. Teachers would benefit from clarification on CPS policy on grading for students with 504's and IEP's, and for ELs. Assignments entered into Gradebook should reflect learning progress and achievement of the individual student.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.

- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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
MTSS Framework	Curriculum & Instruction
CPB Framework for Teaching	1.c. Selecting Learning Objectives 1.e. Designing Student Assessment 2.g. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPB Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 3 4

At Chappell, all teachers provide a Tier 1 academic core curriculum for all students. Teachers adjust their instruction based on individual student misunderstandings and the teachers provide a unique learning environment, pace, and approach of teaching to meet the students' needs. When it is determined that Tier 1 instruction is not showing adequate progress for a student, based off of assessment data (NWEA, DIBELS/TRC), and/or teacher recommendation, that student will be discussed during our weekly SIT meetings.

SIT meetings take place every Friday during the school year. At the beginning of the year, students are identified based off of the previous year's assessment scores and intervention (Tier 2 and Tier 3) groups. A google document is shared with all staff members that provides a schedule of planned meetings, with students listed. This is updated regularly as more students are added throughout the year. Two weeks prior to each meeting, a google document is shared with all teachers servicing the student scheduled. On this document teachers are able to add input including strengths and weaknesses in academic and social areas, executive functioning skills, participation, etc. They also provide data such as NWEA scores, DIBELS scores, absences and tardies. If the student is already placed in a Tier 2 or Tier 3 intervention group, information is provided (areas of concern, name of intervention, progress monitoring tool, monitoring trend). During these meetings the team (counselor, MTSS coordinator/Interventionist, classroom teacher) discusses the student and makes decisions, such as whether they should be placed or moved into/from intervention groups, or if an FIE is recommended. The Bilingual Coordinator attends SIT meetings regarding English Learner students to determine what role English proficiency may play in a student's difficulties. The MTSS team also monitors students who have transitioned out of the English Learner program to ensure that these students are successful in the general education classroom. The Bilingual Coordinator, MTSS Coordinator, and Counselor work together to ensure that English Learners are not recommended for special education evaluations based primarily on language proficiency. Although SIT meetings generally focus on academics, SEL is also a factor and discussed regularly. The team develops a plan (if need be) and provides the teacher suggestions and support to help the student succeed. Depending on the situation, the counselor provides various support groups. One group focuses on attendance. The counselor meets weekly with students who have an excess of absences. Various topics and strategies are discussed with results showing an increase of student attendance (as shown on student growth charts). The counselor also has a group for students needing more intensive instruction on coping skills, which also meets weekly.

Intervention groups are provided for students needing added support for math and/or literacy. Tier 2 supports in K-8 are generally provided by their homeroom teacher during WIN. This takes place 3-5 times a week. Teachers use data (NWEA, DIBELS/TRC, formative assessments) to guide their instruction within these groups. It is organized so that the students are receiving more individualized instruction based on their weaknesses. Tier 3 supports in grades 3-8 are provided by grade-level teachers 3 times a week while the rest of the students attend Spanish. These groups are smaller than Tier 2, allowing for more focused instruction and individualized attention. Students in K-2 receive their Tier 3 instruction from the intervention teacher 5 times a week. Weekly assessments in grades 3-8 are given to collect data on all Tier 2 and Tier 3 students.

Teachers in grades K-8 use the Second Step curriculum to provide Tier 1 instruction to all students that focuses on SEL. Chappell has adapted the No-Nonsense Nurturer approach to also aid in SEL.

When students are identified as needing Tier 2 or Tier 3 intervention, a letter is sent home explaining the reasoning and the program. When a student exits intervention support, a letter will be provided as well.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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.

Chappell teachers use a variety of strategies that create a culture for learning that conveys high learning expectations, a shared belief in the importance of learning and hard work, and develops academic mindsets and behaviors. Chappell has effectively implemented growth mindset and accountable talk to reinforce and cultivate student curiosity. The school has adopted the What I Need (W.I.N) intervention program, where students work toward personalized learning goals derived from results achieved in NWEA. Attendance is monitored and addressed through small intervention groups led by the school counselor that targets students with chronic absences. In addition, Chappell has looked at prior years data and found corresponding weeks where attendance was reduced and an incentive program was implemented to encourage a rise. Chappell has fostered high school-wide academic and personal expectations that is demonstrated through the four Bs that are displayed throughout the school. All learning programs are developed in alignment with the Common Core State Standards (CCSS). Chappell recognizes student achievement by dedicating quarterly assemblies to honor students for NWEA scores, attendance, and grades as well as displays student work in classrooms and in hallways. To ensure students feel safe to share misunderstandings and struggles, Second Step has been implemented to focus on students' Social-Emotional development. Playworks is another schoolwide program which helps to develop leadership and problem solving skills at Class Game Time which are then practiced during recess. In addition, some students are selected to become Junior Coaches where they are trained how to further become leaders and role models for their peers. Teachers provide students with frequent, informative oral and written feedback. In addition, teachers provide feedback through ClassDojo, Student Portal, email, and Google Classroom among others. Parents are contacted regularly and attend Parent-Teacher Conferences twice per year.

NEEDS:
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.

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"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

Chappell recognizes that trusting relationships are fundamental for effective school improvement. This starts with the appreciation of our diverse student population. We do this through Words of Wisdom during morning announcements, displays in the hallways and classrooms, and the recognition of Black History Month with various competitions and giveaways. Adult-student interactions are positive, caring and respectful. This is demonstrated through the responses of students and teachers in the 5 Essential Survey. Students stated that: teachers are trustworthy by always keep their promises (71%), students feel safe and comfortable with their teachers at their school (91%), students feels that teachers will listen to their ideas (81%), and teachers treat me with respect (88%). In addition, students feel safe and demonstrate positive behavior inside and out of the school. Students rated that they feel safe in the hallway (90%), bathroom (79%), and in the classroom (95%). Teachers also indicated that students show respect for one another (81%). For students requiring additional support, Chappell also provides programs that addresses conflict resolution, problem-solving, behavior management, truancy, and goal-setting.

Teachers also support and respect one another, personally and professionally. Teacher-Principal Trust was rated STRONG (74) in the 5 Essentials Survey. In addition, Teacher-Teacher Trust is demonstrated Collaborative Practices was rated STRONG (63), and Collective Responsibility was rated STRONG (72).

Develop trusting relationships with students so each student has at least one trusted adult in the school. In the 2017 5 Essentials Survey data reports that: teachers always keep their promises (71%), students feel safe and comfortable with their teachers at their school (91%), students feels that teachers will listen to their ideas (81%), and teachers treat me with respect (88%).

Adult-student interactions are positive, caring, and respectful.
Adults monitor and check-in on students in need.
Students state that teachers treat me with respect (88%).

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
Positive students interactions are developed through modeling and the use of Second Step and Playworks.
Students rated 90% safe in the hallways and 79% in bathrooms, 95% in the classroom.
Teachers also indicated that students show each other respect 81%.

Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.
Words of Wisdom
Displays in the hallways

Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)
Teacher-Principal Trust was rated STRONG (74) in the 5 Essentials Survey.
Teacher-Teacher Trust is demonstrated Collaborative Practices was rated STRONG (63).
Collective Responsibility was rated STRONG (72).

Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.
School Counselor provides programs for conflict resolution, problem-solving, behavior management, truancy, and goal-setting.

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
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
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
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 **2** 3 4

Chappell focuses on political study in grades 7 and 8. Students learn about US History, the US Constitution, and Civics/Economics. As a part of this instruction students learn about the process of participating in the electoral process and they explore what it means to be an informed voter.

Chappell uses NewsELA, ReadWorks, EngageNY, and Reparations Won in the intermediate and middle grades to facilitate discussions about current events and controversial issues. To allow students to explore their beliefs and identities in a safe and controlled environment, Chappell uses a Talking/Peace Circle format for many of these discussions.

Student voice was polled in grades 6-8 by using the previous years 5-essentials survey questions. The school counselor and assistant principal discussed the data outcomes with individual homerooms to allow the students to provide rationale to their responses. On the 2017 5-Essential survey, according to student response, Chappell's score for Student -Teacher Trust declined from 65 to 51, put us in the "Neutral" category. Only 77.2 % of students reported that they agreed that teachers listen to student ideas.

Chappell students can also exercise their voice through the student council. Student council members span 3rd to 8th grade with class representatives but without the designation of officers. They primarily focus on creating a positive school climate by coordinating events such as "spirit days". The Council participates in some community outreach by conducting food and clothing drives.

Chappell offers a wide variety of extra-curricular activities before/after school that students can participate in to explore personal interests and develop non-academic skills.

Some individual teachers at Chappell choose to create and implement a community outreach project with his/her class. It is up to the teacher to decide how the project is chosen and structured. The positive results of the projects are celebrated within the classroom but are rarely shared with the whole school community.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

At Chappell, all staff work to ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.

Required safety drills take place and are logged into the CPS system.

Second step curriculum is in place at all grade levels.

Chappell Code of Conduct is displayed throughout the building and reviewed at assemblies.

Teachers participated in training on No-Nonsense Nurturers and have implemented the clear directions and narration schoolwide.

Safe passage workers continue to watch over the safety of students walking to school.

Voice level and consequence charts are displayed in the classrooms.

Playworks coach teaches safe play, collaboration amongst students, and problem-solving skills.

Staff models calm, safe behavior and set expectations for students.

Security officer is present to teach and ensure safety within and outside of the building.

Teachers are provided a handbook which includes safety procedures and areas of safety within the school.

Physical altercations and disrespectful behaviors are reported directly to the assistant principal/disciplinarian.

Referral sheets are available to teachers.

There is a clear procedure to transition students to enrichment classes, recess, and lunch. Also, safe arrival and dismissal procedures are in place.

Lunchroom supervisors and recess monitors are in place and scheduled to lead the students during transition.

Restorative conversations take place which allow students to problem-solve the issue, avoiding the consequence of detention.

Detention and suspensions are used in behaviors referred to the assistant principal.

Counselor and AP were able to speak to grades 6-8 about the school safety realities.

Areas of Growth:

Introduce a procedure that allow students to regularly express their concerns about safety.

Students in grades 6-8 reported a 54% (Neutral) School Performance on Safety on the 5Essentials Survey.

Recess area to be cleaned before the first recess for safety reasons.

Area from lunchroom to recess area can be salted for safety.

Lighting in the bathrooms and at courtyard can be improved.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.

- Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 3 4

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.

Chappell has only uses out-of-school suspension as a last resort. To date, there have been no out-of-school suspensions in the 2017-18 school year. The 2017 Five Essentials Surveys shows that 91% of students feel safe and comfortable in school. 89% of students feel like their teachers treat them with respect.

Chappell has implemented the Second Step social-emotional learning curriculum in grades K-8. A review of lesson plans shows that the curriculum is being implemented with an emphasis upon Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making skills.

Morning announcements include a daily character education message, read by a student volunteer, from the “Project Wisdom” collection.

School rules are clear and concise, referred to as the “ Four B’s” (Be Respectful, Be Responsible, Be Safe and Be Ready). The rules are posted on a shield to align with our school mascot, the Knight. Rules are taught in classrooms. Classroom behavior guidelines are based upon these four rules.

Chappell handles most discipline referrals by focusing upon helping students identify choices that could have been made. The response to misbehaviors is generally calm, respectful, and thoughtful, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.

- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

opportunities for families and the community to participate in authentic and engaging activities in the school community (e.g. student performances/exhibitions, literacy or math events). Chappell solicits family support and engagement 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). Chappell provides translators so that non-English speaking attendees can understand what is being shared. Parent leaders have founded and maintained a successful parent/community support organization, the Friends of Chappell.

2017 Five Essentials Survey data reports that Chappell's families have VERY STRONG (92) parent involvement in the school.

2017 Five Essential Survey data reports that Chappell's families have VERY STRONG (99) teacher-parent trust.

2017 Five Essential Survey data reports that Chappell's families have VERY STRONG (87) parent involvement in the school.

2017 Five Essential Survey data reports that Chappell's families have VERY STRONG (89) parent influence on decision making within the school.

At Chappell, parents regularly participate in the following:

Friends of Chappell (Parent/Community Organization)

NCLB Parent Advisory Council

Bilingual Advisory Council

Local School Council

Collaboration with the school counselor, therapists, and social workers to receive specialized support

Communication with the school in response to student excessive absences and/or tardiness

Fundraising Events

Curriculum Night at the beginning of the school year

School tours and walkthroughs throughout the school year

Provide proactive communication to frequently communicate with families about class and individual activities and individual student's progress. (e.g. monthly bulletins, newsletters, robo calls, marquee, Class Dojo, Parent handbook)

School website (directly contact all teachers via email at any time)

Promoting the use of parent portal

Quarterly Newsletters

Sponsor various Cultural Arts Assemblies

7th & 8th Grade Summer Orientation, before the start of the school year, to emphasize the importance of Chappell's expectations

Translation services as needed (for all meetings, report cards, parent portal, newsletters)

Classroom Volunteers throughout the school year for many grade levels (Room Parents)

After-School events that connect the school to parents and the community (Spelling Bee, Art Auctions, Assemblies, Performances, Carnivals, Science Fair, Saturday Sports Games, Playworks Sports Leagues, Playworks Community Engagement Initiative)

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
NWEA-MAP data shows growth for each grade cohort between MOY 2017 and MOY 2018. The average growth is 8 RIT points.	76.00	62.00	77.00	70.00	75.00
National School Growth Percentile - Math					
NWEA-MAP data shows growth for each grade cohort between MOY 2017 and MOY 2018. The average growth is 10.22 RIT points. The average CPS growth was only 8.8 RIT points.	58.00	78.00	80.00	84.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Chappell growth between MOY 2017 and MOY 2018 was above the CPS average in both reading (8.0 and 7.9) and math (10.22 and 8.8).	60.10	62.30	67.00	67.00	70.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
NWEA-MAP data shows growth for each grade cohort between MOY 2017 and MOY 2018. The average growth is 8 RIT points.	73.00	62.00	74.00	68.00	70.00
English Learner Growth Percentile - Reading					
N/A	95.00	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
N/A	92.00	(Blank)	47.00	0.00	0.00
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Chappell Hispanic students have demonstrated good growth in math from 2017 to 2018. We anticipate this will continue, as the whole school NWEA-MAP data shows growth for each grade cohort between MOY 2017 and MOY 2018. The average growth is 10.22 RIT points. The average CPS growth was only 8.8 RIT points.	45.00	70.00	77.00	72.00	75.00
English Learner Growth Percentile - Math					
N/A	47.00	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
N/A	73.00	(Blank)	43.00	0.00	0.00

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

Reading attainment on the 3-8 NWEA-MAP has continued to rise between MOY 2017 and 2018. We anticipate this will continue. Both national and CPS attainment scores are lower than 2018 Chappell averages at all grade levels.	76.00	81.00	77.00	88.00	90.00
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National School Attainment Percentile - Math (Grades 3-8)

Math attainment on the 3-8 NWEA-MAP has continued to rise between MOY 2017 and 2018. We anticipate this will continue. Both national and CPS attainment scores are lower than the Chappell 2018 averages at all grade levels.	72.00	79.00	88.00	85.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

71% of the second graders were at or above the norm grade level mean RIT on the 2018 MOY NWEA-MAP.	80.00	93.00	0.00	93.00	95.00
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National School Attainment Percentile - Math (Grade 2)

62% of the second graders were at or above the norm grade level mean RIT on the 2018 MOY NWEA-MAP.	47.00	81.00	82.00	86.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	35.80	(Blank)	57.00	0.00	0.00
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Average Daily Attendance Rate

After the third quarter of the 2017-18 school year, the year-to-date attendance rate at Chappell is 95.08%. This includes the attendance of medically fragile student who make up a good portion of our chronically absent students. Their attendance will be removed from our SQRP attendance rate. Chappell has focused upon interventions for students with chronic attendance issues and some have shown significant improvement that we expect to be reflected in the end-of-year attendance rate. Chappell has also instituted two annual Attendance Weeks to address times of the year when attendance rates have previously dipped.	96.10	95.40	96.00	96.00	96.50
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My Voice, My School 5 Essentials Survey

N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we provide opportunities for students to engage in authentic decision-making and develop leadership skills

then we will see students taking action to improve their school and community

which will lead to Chappell scoring a 4 in each area of the CPS Student Voice, Engagement & Civic Life rubric.

Tags:

Student council, Culture and climate, Social emotional learning, Student voice, engagement, & civic life

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Student council elections are held to support student voter preparation and participation in the electoral process	Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students	Sep 1, 2018 to Oct 31, 2018	Completed
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Student council, Culture and climate, Social emotional learning, Student voice, engagement, & civic life

Restructure the 4-8 Student Council to address relevant community and school-based issues	Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students	Sep 1, 2018 to Oct 31, 2018	On-Track
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Student council, Culture and climate, Social emotional learning, Student voice, engagement, & civic life

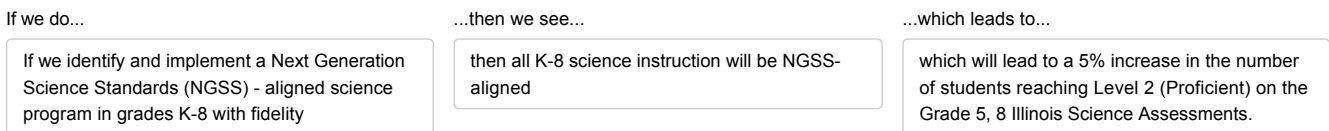
The Student Council will complete at least 2 service learning projects per year which will expose them to civic organizations, leaders and careers.	Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students	Sep 1, 2018 to Jun 30, 2020	Not started
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Student council, Culture and climate, Social emotional learning, Student voice, engagement, & civic life

Students will engage in one civic learning project each year in grades K-8	Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students	Sep 1, 2018 to Jun 30, 2020	On-Track
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Student council, Culture and climate, Social emotional learning, Student voice, engagement, & civic life

Strategy 2



Tags:
Curriculum, Science instruction, Next generation science

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Identify CPS-approved NGSS-aligned science materials	Principal	May 31, 2018 to Jun 30, 2018	Completed

Curriculum, Science instruction, Next generation science standards

Allocate funds in order to purchase materials	Principal	Apr 25, 2018 to Jun 30, 2019	Completed
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Science instruction, Next generation science standards

Purchase new K-8 science materials	Principal	Jul 1, 2018 to Aug 30, 2018	Completed
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Curriculum, Science instruction, Next generation science standards

Provide professional development to support implementation

Principal, Teachers

Jul 1, 2018 to Jun 30, 2019

Completed

Science instruction, Next generation science standards

Strategy 3

If we do...

If we align our K-8 social science scope and sequence to the Illinois Social Science Standards and map out our curriculum

...then we see...

then our curriculum will be clearer and more rigorous

...which leads to...

which will lead to fewer gaps in student knowledge and a 12-point increase (48 - 60) on the Academic Press component of the 5-Essentials Survey.

Tags:

Social studies, Curriculum maps

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Identify social studies curriculum map summer work team

Principal, teachers

Apr 25, 2018 to Jun 30, 2018

On-Track

Social studies, Curriculum maps

Allocate funds to provide summer 2018 work stipends

Principal, LSC

Apr 25, 2018 to Jun 30, 2018

Completed

Social studies, Curriculum maps, Budget

Plan summer dates and times of curriculum map summer work

Principal, teachers

Apr 25, 2018 to Jul 30, 2018

Cancelled

Social studies, Curriculum maps

Complete consensus maps, aligning instruction map to ISBE standards, School Code requirements, and CPS Social Science Scope and Sequence

Teachers

Jun 20, 2018 to Aug 24, 2018

On-Track

Social studies, Curriculum maps

Review current supplemental social studies instructional materials

Teachers

Apr 25, 2018 to Aug 31, 2018

On-Track

Social studies, Instructional materials

Present curriculum maps to faculty

Teachers

Aug 27, 2018 to Aug 31, 2018

On-Track

Social studies, Curriculum maps

Implement K-8 social studies curriculum maps

Teachers

Sep 4, 2018 to Jun 21, 2019

On-Track

Social studies

Action Plan

Strategy 1

COMPLETED

Student council elections are held to support student voter preparation and participation in the electoral process"

Status history



COMPLETED

Nov 07, 2018

Evidence

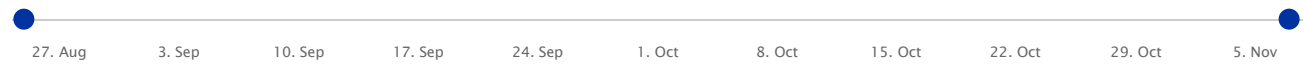
Student council speeches/campaigning week of 9/17/2018. Election held on 9/21/2018. Student Council agendas. Student Council bulletin board. Student Council Google classroom.

ON-TRACK

Restructure the 4-8 Student Council to address relevant community and school-based issues"

Sep 01, 2018 to Oct 31, 2018 - Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students

Status history



ON-TRACK

Nov 07, 2018

Evidence

Student council speeches/campaigning week of 9/17/2018. Election held on 9/21/2018. Student Council agendas. Student Council bulletin board. Student Council Google classroom. Participation in Friends of Chappell Fall Carnival to increase middle school involvement. 106 middle school students participated. Student council engagement with the 2018 School Climate Self-Assessment.

ON-TRACK

Aug 25, 2018

Evidence

Election Results

NOT STARTED

The Student Council will complete at least 2 service learning projects per year which will expose them to civic organizations, leaders and careers."

Sep 01, 2018 to Jun 30, 2020 - Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students

Status history



NOT STARTED

Nov 07, 2018

Evidence

Student Council Spirit Day 11/30/2018. Student Council pop tab collections for McDonald House.

ON-TRACK

Aug 25, 2018

Evidence

Student Council End-of-Year Report to LSC

ON-TRACK

Students will engage in one civic learning project each year in grades K-8"

Sep 01, 2018 to Jun 30, 2020 - Instructional Leadership Team (ILT), Student Council Sponsor, Teachers, Students

Status history



ON-TRACK

Aug 25, 2018

Evidence

Principal Report to LSC

COMPLETED Identify CPS-approved NGSS-aligned science materials"
May 31, 2018 to Jun 30, 2018 - Principal

Status history



COMPLETED Aug 25, 2018
Evidence
Notification from CPS

COMPLETED Purchase new K-8 science materials"
Jul 01, 2018 to Aug 30, 2018 - Principal

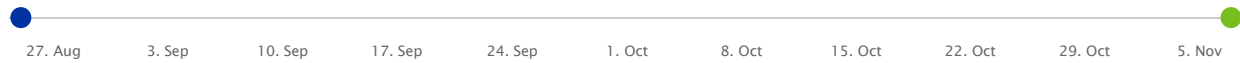
Status history



COMPLETED Aug 25, 2018
Evidence
Purchase Order

COMPLETED Provide professional development to support implementation"
Jul 01, 2018 to Jun 30, 2019 - Principal, Teachers

Status history



COMPLETED Nov 07, 2018
Evidence
All K-8 science teachers attended summer 2018 and November 2018 CPS Amplify Science PD. Teachers to attend quarterly PD.

ON-TRACK Aug 25, 2018
Evidence
Sign-in Sheets, Timesheets

COMPLETED Allocate funds in order to purchase materials"
Apr 25, 2018 to Jun 30, 2019 - Principal

Status history



COMPLETED Aug 25, 2018
Evidence
Budget

Strategy 3

ON-TRACK Identify social studies curriculum map summer work team"
Apr 25, 2018 to Jun 30, 2018 - Principal, teachers

Status history



ON-TRACK Aug 25, 2018
Evidence
Sign-in sheets

COMPLETED Allocate funds to provide summer 2018 work stipends"
Apr 25, 2018 to Jun 30, 2018 - Principal, LSC

Status history



COMPLETED Aug 25, 2018
Evidence
Budget

CANCELLED Plan summer dates and times of curriculum map summer work"
Apr 25, 2018 to Jul 30, 2018 - Principal, teachers

Status history



CANCELLED Aug 25, 2018
Problem
Root Cause
Next steps

ON-TRACK
Complete consensus maps, aligning instruction map to ISBE standards, School Code requirements, and CPS Social Science Scope and Sequence"
Jun 20, 2018 to Aug 24, 2018 - Teachers

Status history



ON-TRACK Aug 25, 2018
Evidence
Curriculum Maps

ON-TRACK Review current supplemental social studies instructional materials"
Apr 25, 2018 to Aug 31, 2018 - Teachers

Status history



ON-TRACK Aug 25, 2018
Evidence
Summer work agenda, sign-in sheets

ON-TRACK Present curriculum maps to faculty"
Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history



ON-TRACK Aug 25, 2018
Evidence

Staff meeting agenda

ON-TRACK

Implement K-8 social studies curriculum maps"

Sep 04, 2018 to Jun 21, 2019 - Teachers

Status history



ON-TRACK

Aug 25, 2018

Evidence

Teacher-made lesson plans

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 these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

The 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 13, 2018 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, 2018 at 9:15 am.

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

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

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

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

accomplished.

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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

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

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

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

N/A

School-Parent Compact

Complete

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

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 and family members may volunteer, participate, and observe classroom activities.

Parents are encouraged to volunteer at school. Information on becoming a Level 1 or Level 2 CPS volunteer is available via the school website. Teachers also solicit classroom helpers or chaperones for trips at other times as needed. The Friends of Chappell also has many committees that engage parents in school volunteer activities (fundraising, room parents, etc.).

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 has developed and updated, with parent and staff input, the Chappell Homework Policy. 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

GOALS: To provide a wide variety of parent activities and trainings that helps parents support student learning and growth. Specific activity/workshop topics will be determined with parent input at the annual NCLB-PAC organizational meeting in September 2018 and 2019 but could include How to Help Children with Tests, How to Enrich a Child's Vocabulary, Making the Most of Parent-Teacher Conferences, Gang Prevention, Internet Safety, Immigration Issues, Domestic Violence, Nutrition, Computer/Technology Literacy, How to Help a Child with Reading, How to Help Your Child with Math, Seasonal Arts/Crafts

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	150 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	117 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1591 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00

<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

Software

Must be educational and for parent use only.

\$	Amount	.00
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55005

Furniture and Equipment

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

\$	Amount	.00
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