



Salmon P Chase Elementary School (/school-plans/76) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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02/25/2016	ILT	Framework
02/25/2016	NCLB- Parents	Framework
03/08/2016	Teachers- GLT meetings	Framework

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Teacher Leaders are selected strategically based on their strengths. In addition, PD is sought out and assigned to teachers based on their specific needs which are identified during REACH observations, GLT discussions and data analysis.

Principal compiles observation data, identifies trends and key points across grade levels, and targets school wide PD based on these trends.

Principal and AP review lesson plans, assess student data and discuss teacher observations to refine instruction and provide targeted PD to teachers.

Principal supports students' needs through focused teacher discussions on differentiation grouping and lesson planning and curriculum alignment with CCSS.

In addition to Benchmark data, Principal analyzes progress monitoring data (i.e. TRC, running records, EDM checklist and other assessments) during GLT meetings to ensure teachers are using data to inform instruction.

Teachers provide Small-group instructional to support students academic needs in both reading and math.

Principal, Bilingual Lead (BLT) and the PAC collaborate to bring parents to the school by providing workshops, resources and information on how to assist their children.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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.

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The ILT is a diverse group of teachers representing various grade levels and expertise. Utilizing data, the ILT identifies the needs of students, staff, grade levels, and/or school and develop schoolwide cycles of learning according to these data.

- The ILT lead professional development for the teaching staff and support their GLT when implementing a new learning cycle.
- ILT members introduce new initiatives in GLTs and facilitate implementation by bringing back feedback to the ILT in a reciprocal manner.
- ILT members identify collaboration opportunities with teachers among different grade-level teams.
- New data protocols are developed with the ILT and are also introduced to ILT members before they are introduced to teachers.
- The ILT supports teacher collaboration by facilitating open discussions about teachers' challenges and areas of support in their instruction.
- The ILT engages in discourse around student work and formative/summative assessment data and discuss trends, gaps and inconsistencies and to decide on next steps within their grade level teams.
- With the assistance of administration, the ILT facilitates data activities to give GLTs opportunity to analyze student data and collaborate to identify next steps and strategies to support student achievement.

All grade levels are represented in the ILT (meets bi-weekly) and members bring back information to grade level meetings and present at staff meetings & PD days.

Teachers increase their teaching capacity and build their leadership skills by presenting their expertise during staff PD meetings.

Teachers collaborate and foster an environment where they learn from each other and have the opportunity to refine teaching practices.

Teachers seek out and take advantage of partnerships and donor organizations to provide students' with additional learning opportunities.

Five teachers are part of the Math committee and meet bi-weekly. The RTI meets according to teacher requests and student needs before school or during school day. Teachers form ancillary committees for ad hoc initiatives such as afterschool programming, parent events, Washington D.C. trip, and others.

ILT is working towards more collaboration among the priority leads. In SY16, a new structure was implemented to improve the monitoring of the CIWP strategies and action steps. For SY17, the ILT will capitalize the flex days time allotments to monitor, analyze and collaborate with strategy committees, school staff, and other stakeholders.

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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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

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Teachers increase their teaching capacity and build their leadership skills by presenting their expertise during staff PD meetings.

Teachers collaborate and foster an environment where they learn from each other and have the opportunity to refine teaching practices.

Teachers seek out and take advantage of partnerships and donor organizations to provide students' with additional learning opportunities.

Five teachers are part of the Math committee and meet bi-weekly. The RTI meets according to teacher requests and student needs before school or during school day. Teachers form ancillary committees for ad hoc initiatives such as afterschool programming, parent events, Washington D.C. trip, and others.

The structures and protocols utilized by the Math Committee will be replicated by the Reading committee to oversee the new vocabulary and Engage NY Reading curricula. This will allow teachers to do peer observations, discussions, and planning to increase their capacity with the new curricula.

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
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"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

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

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Chase's school day is aligned to the Full School Day plan and all schedules follow CPS instructional time guidelines to maximize instructional time. Resource allocation focuses on research based curriculum. Staff are highly qualified and are assigned to grade levels/content areas based on their strengths and endorsements.

Possible hires are interviewed by the administration using a variety of questioning strategies to gauge the applicants affect and cultural awareness. High performing staff are selected which increased our student performance.

Applicants are invited to demonstrate a lesson to a class of students who represent the grade level in which the position is available.

Administration debriefs using all the information gathered from the interview, modeling of a lesson, and references to determine if the candidate is a good fit with the culture and philosophy of the school.

Teachers who co-teach are involved in the interview process to provide additional pedagogical insights.

Candidate is reviewed in DS2 if current/past CPS employee and all references are called.

Teachers' and supporting teachers's schedules were strategically developed to ensure additional time was allocated for teaching staff to utilize various computer programs such as Achieve3000, Compass Learning, and Lexia to increase time spent on LA instruction. .

This year, robotics (CS4ALL) was implemented.

Purchase and implementation of new curriculum for Reading EngageNY reading support materials, vocabulary (Rule of 3), and Fix-It.

Utilized community partners to extend the school day for grades 6-8th. Provided after-school homework help/tutoring for students who require additional support. Provided students with opportunities to become engaged in the arts through opera and performance with our partners at Opera for All.

Provide SEL support with Chase's partnership with DePaul - Act and Adapt, Children's Home + Aid Social Work, Girls in the Game & Sports programming - building confidence and positive self-image.

Teacher feedback regarding the math, reading and vocabulary curricula was utilized to purchase new curriculum for EngageNY Math, supplement EngageNY Reading for support materials, and vocabulary (Rule of 3), Fix-It for the 2nd year of implementation.

Data will be collected throughout the year to ensure program implementation fidelity that will inform our purchases for SY18.

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	<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"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Teachers align units of study according to the CPS Content Frameworks. Students are provided a range of opportunities to participate in a variety of content at their instructional, independent, and grade level.

Students have access to an academically rigorous curriculum that aligned to CCSS. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English language learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Teachers use a variety of resources to pace their instruction (Reading: Engage NY, Harcourt scope and sequence, Fountas & Pinnell, The Continuum of Literacy Learning. Math; Everyday Math, Connected Math, Engage NY as supplement). Using running records and reading level data, teachers use the Leveled Library to locate texts that addresses students instructional reading levels and needs. Harcourt's StoryTown (K-4) student text is utilized for whole group instruction/mini lessons to target Tier 1 using a shared reading model.

This was the first year of implementing a school-wide reading and writing curricula. Taking the successes and challenges of this year teachers teams began meeting to discuss curricular scope and sequence, pacing of instructions, and (skills and strategies) aligned to the CCSS .

During GLTs and math committee meetings teachers concluded that Engage NY aligns and provides students with deeper understanding of the CCSS and will be transitioning to EngageNY Math in grades Pre-K -5th. Teams for teachers will meet over the summer to analyze current curricular scope and sequence and targeted instructional practices to vertically align curriculum maps.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

the skills expected.

- Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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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Language arts teachers used a variety of resources: leveled libraries, EngageNY Reading, Institute for Writing Excellence (IEW), introduced Rule of 3 (vocabulary), utilize Harcourt materials & scope and sequence to target skills and strategies expected for grade levels K-4, Fountas & Pinnell - The Continuum of Literacy Learning, and DailyFive protocols. To supplement, students also had access to A/R, Achieve3000, Lexia, Reading Eggs, and Compass Learning which provides skills based activities, rigorous/instructional/independent level text, comprehension questions, and vocabulary at their instructional level.

EDM and Math Thematics were used for Math and these follow the Scope and sequence for the Math curriculum. In addition, teachers supplemented instruction utilizing EngageNY Math to provide student a depth of knowledge of the CCSS, as well as Compass Learning RIT band handouts. Teachers make use of manipulatives to differentiate and engage students. These are replenished yearly and as needed.

For Science we follow the CPS recommended Scope and sequence for FOSS (K-5th) and SEPUP (6-8th). In addition to these hands-on materials we have science text books and we utilized non-fiction science book kit and activity book for grades K-4 to support the link between reading non-fiction books and Science. Robotics were incorporated into the science curriculum (CS4ALL)

For Social Studies we have classroom textbook sets and supplement with non-fiction leveled text to support comprehension and engagement. For Scope and sequence we are following the Social Science 2.0 and the CCSS.

During GLT , ILT, committee meetings, teachers identified the need to align curricular plans and expectations of student achievement. To ensure that students needs are met, the committees and ILT will meet and develop assessments to assess students' baseline performance to drive instructional decisions, refine unit plans, as well as drive lesson plans. The committees will review the tools currently used to assess student knowledge and develop alternatives to ensure that students can express understanding through different learning modalities. Purchase of new curriculum for EngageNY Math, Reading EngageNY additional reading support materials, and full implementation of vocabulary (Rule of 3), Fix-It 2nd year.

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	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
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 Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score
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Teacher teams meet weekly with administrators and have common preps to meet throughout the week. Teachers discuss a variety of school activities during the planning time which include lesson plan focus, strategies/skills development, data analysis.

The upper cycle team meeting is inclusive of all teachers, including special education.

We have introduced a new grade level protocol that has begun to be utilized with fidelity. Teacher teams are required to bring authentic student work that is representative of the learning that is occurring in the classroom and utilize the work to develop their instructional and data collecting next steps.

GLT's are supported by literacy coach and administration. Protocols and norms are in place for GLTs. Instructional_coaching

Lesson plans and Unit plans follow CPS Framework to ensure that all tasks reflect key shifts in literacy and mathematics.
Literacy.
Complexity: close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
Evidence: Cite evidence from text and write to sources, not de-contextualized 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.
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.

The committees have determined that during scheduled GLT meeting time will be allotted to ensure that student work is analyzed. Review and adjustments of learning tasks, pacing, and scope and sequence will be made during the GLT to ensure the learning tasks that are being asked of the students align to the standards identified. The protocols we currently use for Math Talks, grade level team pre-conference, observation, and debriefing, will be replicated and used to support teachers in the instruction the Rule of 3 and EngageNY Reading. This will allow for collective discussions, analysis of student work, and teacher practice.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see Culture for Learning)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.

- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. 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

Transitions, College & Career Access & Persistence:

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)

Score

1 2 **3** 4

Teachers provide ongoing information to parents through newsletters and website regarding what their children are learning and what they will need to know by the end of the year and ultimately for the following school year. Parents of students going into benchmark grades are also provided with Board requirements as it relates to promotion.

Administration encourage teachers to observe (i.e. spend 1/2 day at least 2X) with students that will come into their classrooms the following school year. Receiving and sending teachers share pertinent information about students, practices and materials to ensure continuity and student success.

Eighth grade algebra was offered to students who met the minimum requirement. This past year, 7th grade students closed the achievement gap by making 330% gains in NWEA which opened Algebra to 25 eligible students in the SY17.

Grade level teachers identify "must haves" for incoming students and communicate these skills/strategies to one another to support student readiness for next grade level (i.e. Kdg students are currently practicing whole group bathroom break).

Students who are new students at Chase and/or register after the school year has begun are supported by administration and school counselor to ensure a smooth transition. Students are introduced to a "buddy" until they become familiar with the school and have made a core of friends/acquaintances.

The administration, counselor and ELPT monitor ACCESS scores and ensure systems are in place to ensure student transitioning from bilingual services are provided consulting times to ensure they remain on-track.

Due to budget constraints, summer learning experiences such as computer class, cooking, previous grade refreshers are not being provided. Teachers developed and distributed summer packets for students the last day of school.

Since we will no longer have a partnership with Citizen Schools due to budget constraints, the counselor will develop events that identify the educational requirements for students to explore a variety of post-secondary educational options and careers through different opportunities (college and career research, career day, field experiences, advisory).

Check-In, Check-Out was implemented to provide students off-track opportunities to meet with an adult, set goals for the day and check-out with the adult providing positive statements to congratulate and/or motivate students.

During the Behavioral Health Team, Grade Level Teams, and administrative meetings mindsets were discussed. It was determined that in SY17 we will make a conscious effort to develop students' positive growth mindset. This will develop their belief that their most basic abilities can be developed through dedication and hard work—and that their brains and talent are just the starting point. This view will create a love of learning and a resilience that is essential for great accomplishment. Ultimately, teaching a growth mindset will create motivation and productivity in students work, enhance their relationships with their peers, teachers, and parents.

Analysis of on- and off- track data will be included to the data analysis tools students currently utilize. A tool will be developed that will allow students to track their absences and tardies and provide them with insights and tools to improve these behaviors if necessary.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 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.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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.

Score

1 2 3 4

We have Consistent teaching practices throughout all grade levels; Institute for Excellence in writing for all grades. Guided reading and Daily Five for grades Pre-K through 5th grade and Engage NY Reader's Workshop Model for grades 5th through 8th grade.

We practice small group instruction and Mini lessons reflected in teacher lesson plans. All instruction is aligned with CCSS.

We use of Achieve3000 for enrichment and support for students in grades 5-8th and we use of Accelerated Reader (AR) for enrichment and support in grades 1-8th.

We use Everyday Math, and EngageNY Math for grades Kdg-6th and Connected Math for grades 6&8th and we monitor student's progress using the Math checklists and progress monitoring assessments

Some teachers are using high order level of questioning. Teacher-student talk is being monitored to ensure students are being provided opportunities to share their thoughts and understanding. Some teachers scaffold content during instruction some of the time.

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

TIER 1 - Universal curriculum is utilized for Tier 1. Lessons and instructional practices are adjusted to address individual student misunderstandings or advanced needs are successfully accommodated. Formative assessments are utilized to identify students in need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students. Progress monitoring data is analyzed monitor effectiveness of interventions and student response to intervention.

ON TRACK data provides information monitor failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. This tool is utilized to 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 - Teachers, counselor, and administration analyze data, collaborate and work as teams to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students and deploy additional human capital to provide students with targeted and intensive instruction/interventions.

TIER 2 & 3 – Personal Learning Plans (PLP) are reviewed and monitored to ensure the implementation of these plans, review growth, determine the effectiveness of the strategies and adjust plans as needed.

Increase communication and learning opportunities for parents/guardians so that they may better understand the additional supports and/or interventions provided for their child allowing for an improved alignment between school and home environments.

Off track students in academics and/or attendance will be considered for Check-In/Out to provide them with opportunity to develop attainable goals.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Schoolwide and classroom data is shared with all staff members. The data information is aggregated and distributed during staff meetings immediately after formative/summative assessments. Teachers utilize the following assessments to identify and monitor student needs:

- Amplify (DIBELS/TRC (K-2) - Benchmark Assessment System/BAS (K-5) - Lexia
- Running Records (K-5) - Accelerated Reader (1-8) - STAR
- Compass Learning - grade level student work - NWEA
- Acheive3000 - EDM Assessments
- RSA Checklist/Rubric -Science Journals
- ExamView 6-8 Science -Easy CBM.com (Upper SPED)
- Recognizing Student Achievement (Daily5 formative assessment for K-5)
- Reader's Response (all grades 1st -8th)

Teachers submit lesson plans with accommodations and modifications for diverse learners and ELL students that allows the students to demonstrate and/or master their knowledge and/or skills.

Balanced Assessment and Grading

Chase uses a variety of assessments to analyze student learning, monitor student progress, and adjust instructional practices. As a school we have:

- increased our monitoring efforts and range of assessment types,
- identified Tier 1 instruction and assessments,
- analyzed assessments/data that reflect key shifts in literacy in the primary grades,
- shared all available data to all stakeholder with student performance information,
- analyzed and reviewed data to develop student goals and instructional action plans, and
- continue to improve assessments used in literacy and math proficiency.

Next steps:

- Expand ways we assess our student learning and understanding.
- Develop timelines for formative, interim, and summative measures of student performance that addresses immediate student needs, informs ongoing instructional adjustments, and guides long-term educational improvement.
- Review grading system that accurately communicates learning progress and achievements
- Develop documents aggregating student progress and proficiency.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)

- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (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
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Students are encouraged to have a positive mindset and believe with hard work they can meet their goals. Teachers provide goal setting sessions with students to identify their strengths, needs, and identify goals. These are monitored and revisited quarterly allowing students to reflect on their achievement and reflect on necessary improvements and/or adjustment of goal. The Behavioral Health Team have initiated the Check-In Check-Out system which allows students to make daily goals to achieve daily success through a positive mindset. Continue to have allot time focusing on positive mindset during GLTs

Students will be encouraged to take ownership and pride in their work through self-assessment and reflective practices. Encourage a cultural shift from "good work/job" to "you really put effort into this; you were able to self-monitor your time and complete the task; with perseverance you were able to find an alternative way to get the answer/present your ideas ".

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

Based on the results from the student Survey for My Voice My School an average of XXTeachers and administration share expectations and consequences with parents and students building a community of trust among all stakeholders. Students behavior expectations are consistently reviewed and supported through teachers and administrations actions of building respect and allow students opportunities to reflect and correct behaviors that interfere with the instructional process.

Teachers refer students to the administration for egregious behaviors and the Student Code of Conduct is referred to for consequences. We will continue to empower students in making choices that are positive through teacher professional development. % of students felt safe and respected at school.

Students at Chase have access to a variety of adult (counselor, social worker) advocates including administration, who they can come and express their concerns.

The school counselor provides counseling to students individually, hosts several student groups, brings speakers to provide informaton on self advocacy and arranges for field trips to expose students to information about social emotial issues.

Teachers seek opportunities for students to learn about conflict resolution, making the right choices and self advocacy.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students are exposed to a variety of opportunities for extracurricular and enrichment opportunities during and after-school. Students are surveyed to identify current interests to develop student programming. Students are encouraged to participate and mentored to attend programming. During instruction, teachers utilize BOY interest surveys to guide planning to address students' interests.

Students will be provided with additional opportunities to make positive contributions to the school and community (Student Counsel). As teachers consider and develop units of study in Social Studies, students will participate in rigorous historical analysis combined with the study of human behavior, to heighten students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promote greater understanding of their roles and responsibilities in a democracy.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

Score

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.

1 2 3 4

Teachers and administration share expectations and consequences with parents and students building a community of trust among all stakeholders.

Students behavior expectations are consistently reviewed and supported through teachers and administrations actions of building respect and allow students opportunities to reflect and correct behaviors that interfere with the instructional process.

Teachers refer students to the administration for egregious behaviors and the Student Code of Conduct is referred to for consequences. We will continue to empower students in making choices that are positive through teacher professional development.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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
CPS Framework for Teaching	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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Revisit CHAMPS and set school-wide expectations to ensure the fidelity of the practice. Systemically utilize school-wide (CHAMPS), classroom behavioral expectations and SEL program (Second Step) to continue the refinement of our school culture that support students in developing interpersonal and intrapersonal competencies, including conflict resolution skills, communication skills, empathy, and self regulation.

Percent of all misconducts decreased resulting in reduced detentions and/or suspensions. Data also shows that there was a decrease in Group level 1, 2, and 4 SCC infractions. Level 4 and 5 increased due to egregious behaviors that occurred after school with the same student and social media which required additional parental support/supervision. Indicators suggest that classroom procedures have provided students the protocols needed in and out of their classroom. Students have increased their self regulation and conflict resolution skills through the explicit instruction of Second Step and participating in CHAMPS.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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

Score

1 2 3 4

At Chase we have an open door policy for all parents. Our security guard welcomes parents and provides them with a genuine welcome and directs parents to the main office. Parents are seen on most occasions almost immediate to address any concerns/issues.

Parents are invited to participate in a variety of activities throughout the school year (data night, literacy night, science, sewing, ESL). These are communicated through flyers and our website. To improve parental partnerships, we plan to increase the Robocalls highlighting important events to ensure we reach all parents. During open house and data nights, parents are informed about district, school and classroom expectations and/or policies. Students attendance requirements are highlighted to ensure that parents understand the impact their child's attendance has in accordance to their academic success.

MTSS

Teachers will be invited to conduct 1 workshop per semester to build the connection between learning at home and at school. This will build the sense of community and recognize the role of the family.

NCLB and BAC* meetings will be held according to recommendation by CPS (NCLB- PAC are held monthly & BAC are held as required) during the school year with information from the meetings being reported to the LSC. During these meeting parents are consulted and invited to be part of the decision making process. By providing meaningful topics during the meetings we hope to increase not only participation, but collaboration between home and school. Surveys will be created to gain insights as to what parents would like to participate throughout the school year.

Parental input will be invited throughout the year to review and revise the parental involvement plan and policy. The Parental Involvement Policy and the Parent Compact will be provided to parents. Items in the Parental Compact will be on the agenda to be discussed during monthly NCLB-PAC meetings.

*During these meetings parents are provided with information regarding the Title I school parental involvement plan, CIWP, School/Assessment Data and new/existing policies. We will also provide opportunities for feedback and parent involvement and revise plan if necessary.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 8% in SY17 and additional 10% SY18. Programmatic (reduce class size) and additional curriculum focus (IEW, Engage NY, additional literacy during technology); introduction of new school-wide vocabulary program K-6..	77.00	62.00	70.00	80.00
National School Growth Percentile - Math				
Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 30% in SY17 and additional 10% SY18. Curriculum and program changes have been made to support student growth. Additional math time in upper cycle; implementation of CCSS curriculum Everyday Math 4.0 and Connected Math.	33.00	40.00	70.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 7% in SY17 and additional 05% SY18	52.80	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
The Hispanic student subgroup (97%) is representative Chase's overall demographics. Based on Chase's trajectory utilizing the SY16MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 6% in SY17 and additional 10% SY18. Introduction of new school-wide vocabulary program K-6.	77.00	64.00	70.00	80.00
English Learner Growth Percentile - Reading				
Based on Chase's trajectory utilizing the SY16 MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 20% in SY17 and additional 5% SY18. Programmatic changes have been made to support the growth in this subgroup. Introduction of new school-wide vocabulary program K-6.	(Blank)	11.00	30.00	35.00
Diverse Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
Based on Chase's trajectory utilizing the SY16MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 30% in SY17 and additional 10% SY18. Programmatic changes have been made to support the growth in this subgroup.	36.00	40.00	70.00	80.00

English Learner Growth Percentile - Math

Based on Chase's trajectory utilizing the SY16 MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 10% in SY17 and additional 10% SY18. Programmatic changes have been made to support the growth in this subgroup.	(Blank)	20.00	30.00	40.00
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Diverse Learner Growth Percentile - Math

n/a	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 3% in SY17 and additional 7% SY18. Programmatic (reduce class size) and additional curriculum focus (IEW, Engage NY, additional literacy during technology); introduction of new school-wide vocabulary program K-6. Achieving our growth target in reading will lead to an increase in attainment.	45.00	44.00	47.00	50.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 3% in SY17 and additional 3% SY18. Curriculum and program changes have been made to support student growth. Additional math time in upper cycle; implementation of CCSS curriculum EngageNY, Everyday Math 4.0 and Connected Math. Achieving our growth target in reading will lead to an increase in attainment.	61.00	55.00	58.00	61.00
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National School Attainment Percentile - Reading (Grade 2)

Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 15% in SY17 and additional 5% SY18. Programmatic (reduce class size) and additional curriculum focus (IEW, Engage NY, additional literacy during technology); introduction of new school-wide vocabulary program K-6. Achieving our growth target in reading will lead to an increase in attainment.	62.00	55.00	70.00	75.00
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National School Attainment Percentile - Math (Grade 2)

Based on Chase's trajectory utilizing the SY16 MOY NWEA data in growth percentile, we project that students will maintain their National School Growth Percentile in SY17 and additional 5% SY18. Curriculum and program changes have been made to support student growth. Additional math time in upper cycle; implementation of CCSS curriculum EngageNY, Everyday Math 4.0 and Connected Math. Achieving our growth target in reading will lead to an increase in attainment.	70.00	81.00	70.00	75.00
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% of Students Making Sufficient Annual Progress on ACCESS

Based on Chase's trajectory utilizing the SY16 MOY NWEA data for this subgroup, we anticipate an increase in ACCESS scores by 3.7% in SY17 and additional 3% SY18. Programmatic changes have been made to support the growth in this subgroup. Introduction of new school-wide vocabulary program K-8.	50.40	48.30	52.00	55.00
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Average Daily Attendance Rate

Based on Chase's trajectory utilizing Dashboard On-Track Data, we project that students will make a slight increase and/or maintain 96% attendance rate by continuing attendance incentive program for students.	95.80	96.10	96.30	96.50
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My Voice, My School 5 Essentials Survey

Based on our CIWP priorities, all stakeholders are a focus to ensure student academic and socio-emotional growth. The CIWP priorities will lead to a well-established ratings in our school.	(Blank)	(Blank)	(Blank)	(Blank)
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Students Admitted to Selective Enrollment Schools

Currently a majority of students seek to attend charter high schools and/or military high schools. Advisory classes will be conducted by the school counselor in grades 5th - 8th and 8th grade teacher to support students in setting goals and understanding selective school enrollment qualifications. Field experiences as well as career days will be set to inspire students. Students who are on track for selective enrollment will be provided with additional supports to ensure they maintain self-regulation and motivation. According to the SY16 Spring NWEA data, nine incoming 8th graders are in the 4th quartile and on the road to selective enrollment.

2.00

2.00

10.00

10.00

Increase Parent Volunteer Pool

Current parent population are marginalized and lack the ability to commit to a consistent pool. A survey will be created and given to parents providing them with ways they can become more active in their child's school. This data will drive the types of volunteer opportunities that will be available and inviting to parents.

3.00

5.00

10.00

15.00

% of Students (Grades 3-8) On-Track

Chase's On- and Off- track data will be analyzed to identify students who are off-track in either attendance and/or academics. The data will provide the necessary information to make programmatic changes to support the growth in this subgroup. Revisiting of incentive programs, check-in/out, and introducing college & career programs will increase students on track by 5% in SY17.

65.00

75.00

80.00

85.00

Strategies

Strategy 1

If we do...

Use systematic protocols, align and sequence our curriculum maps to the learning progressions of Common Core that include differentiated supports for ALL students and the SEL standards

...then we see...

Aligned instructional unit plans, that will guide and inform teachers of essential instructional components, content, and learning experiences to enable students to be engaged in high cognitive demand learning tasks to achieve mastery of the standards and gain a deeper understanding of the content.

...which leads to...

An increase in student growth on all standard metrics.

Tags:

MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Analyze needs for curriculum purchase, both new and replenishing consumables, and ensure the purchases meet the needs as shown

ILT, Administration, WL Teacher

Apr 18, 2016 to Jun 29, 2018

(Blank)

On-Track

Resources, Planning, World language, Curriculum maps, Common core state standards, Vertical alignment

Provide common planning time to ensure that the curriculum is utilized cohesively among grade levels

Administration, WL Teacher

May 1, 2016 to Jun 22, 2017

common prep periods have been established

On-Track

Instruction, Curriculum, Instructional material, Planning,

Collaboration, Common planning time

Establish teams, times, and systematic processes for collaborative horizontal and vertical unit planning (develop units, align instruction, and differentiate where needed.)	Administration, ILT, teacher teams, WL Teacher	May 1, 2016 to Aug 25, 2017	(Blank)	Not started
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Teacher Teams/Collaboration, Aligned resources, World language, Instructional planning, Horizontally aligned, Vertical alignment, Backwards design, Common planning time

Regularly monitor pacing and fidelity of implementation with IEW, Fix It!, ENY, math curriculum and follow up with support and/or adjustment of curriculum where needed.	Administration	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
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Differentiated instruction, Accountability, Teacher capacity, Pacing, Monitor

Support teachers (planning time, coaching, PD) with implementation of IEW, supplementation (new texts) and differentiation of IEW.	Teacher Teams, Writing committee, ILT, Administration	May 1, 2016 to Jun 29, 2018	PD has been provided for IEW	On-Track
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Curriculum Design, Teacher Teams/Collaboration, Writing, Writing assessment

Adopt a math curriculum for K-5 and establish the expectation that it will be implemented with fidelity and provide support for teachers in the form of PD, peer observations, coaching, and dedicated GLT meetings.	Math Committee, Administration, ILT, Teacher Teams	May 1, 2016 to Jun 22, 2018	Math committee is analyzing math programs to make a recommendation	On-Track
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Math, Instructional Coaching, Math talks, Math curriculum, Peer observation, Pacing

Adopt a vocabulary program for K-6 (Rule of 3) and establish the expectation that it will be implemented with fidelity and provide support for teachers in the form of PD, peer observations, coaching, and dedicated GLT meetings.	ELA Committee, Administration, ILT, Teacher Teams	May 1, 2016 to Jun 22, 2018	Rule of 3 has been purchased; PD is scheduled for May 9	On-Track
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Vocabluary

Analyze unit plans quarterly for alignment to CCSS and identify differentiated supports for all students.	Teacher teams, administration, WL Teacher	Jun 20, 2016 to Aug 31, 2018	(Blank)	Not started
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Differentiated instruction, Ccss, World language, Unit planning

Analyze unit plans for integration of SEL standards.	Teacher teams, BHT, administration	Jun 20, 2016 to Aug 31, 2018	(Blank)	Not started
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SEL, Collaboration, Unit planning

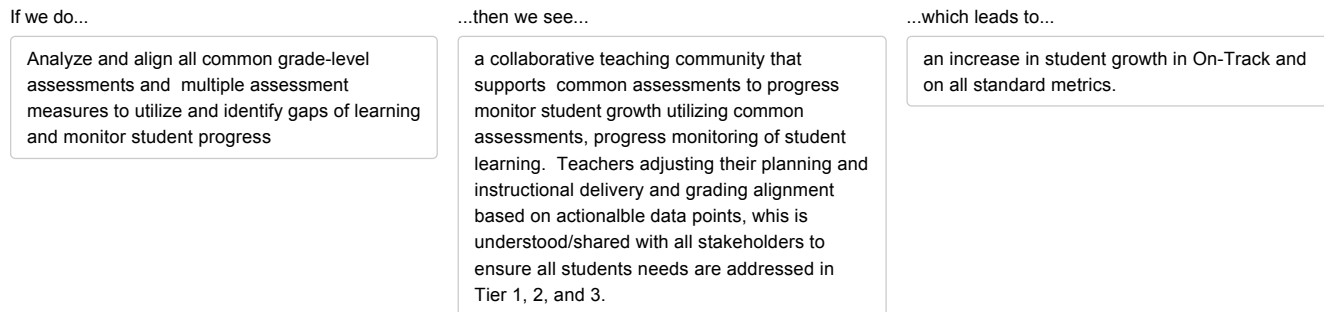
Utilize problem solving process (MTSS) to evaluate effectiveness and plan improvements to Tier 1, 2 & 3 core instruction within grade, classroom, or content teams.	ILT, GLT, BHT, administration, counselor, case manager	Jul 15, 2016 to Jun 30, 2017	Agendas, minutes, templates	Not started
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MTSS, Academic mtss, Mtss-sel

Teacher teams use data to evaluate effectiveness of Tier 1 core instruction. As a result, they identify problems, analyze problems, implement a plan, and evaluate their plan.	GLT, ILT	Sep 6, 2016 to Jun 30, 2017	AGendas, minutes, lesson plans	Not started
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Curriculum Design, Curriculum mapping, Academic mtss

Strategy 2



Tags:

MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Establish times and teams to develop common grade-level assessments, school-wide assessment calendar, and a calendar of GLT meetings dedicated to the analysis of the assessments.	ILT and Administration, WL Teacher	Apr 18, 2016 to Jun 29, 2018	Committee times and teams are established. Calendar reflects GLT times dedicated to analysis of assessments.	On-Track

Planning, World language, Grade level meetings, Assessment design, Data analysis, Calendar

Provide additional professional development supports	ILT and administration	May 1, 2016 to Jun 23, 2017	FLEX Days	On-Track
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Assessment, Balanced grading and assessment, Assessment design

Dedicate one GLT meeting each month for analysis of the common assessment results and to create additional common assessments	Administration, ILT, GLT, WL Teacher	May 1, 2016 to Jun 9, 2018	Continuous review and/or revision of calendar to ensure teacher collaboration opportunities.	On-Track
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Assessment, World language, Assessment design, Data analysis, Data driven instruction

Review/Revise writing assessments for CCSS/IEW writing and align to pacing calendar. Continue to assess efficacy of Fix It! Grammar and track growth using common spreadsheets.	Teacher Teams, Writing committee, ILT	May 1, 2016 to Jun 22, 2018	BOY, MOY, and EOY assessments have been developed for Fix It!	On-Track
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Assessment, Accountability, Data analysis, Writing assessment

Analyze all common grade-level assessments and multiple assessment measures during GLT, ILT, Flex days.	Teacher Teams, WL Teacher	Aug 1, 2016 to Jun 30, 2017	Student assessment protocols implemented to review math exit slips.	On-Track
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MTSS, World language

Analysis of progress monitoring assessments to drive MTSS process to identify Tier 2 & 3 interventions.	Administration, Teacher Teams, ILT, counselor, case manager	Aug 1, 2016 to Jun 30, 2017	Trackers, Mastery Connect data	On-Track
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MTSS, Tier 2 & 3, Assessment design, Assessment data

Strategy 3

If we do...

Promote a shared mindset in the importance of learning and hard work with high learning expectations for all students

...then we see...

a classroom culture that encourages the belief that one can learn through perseverance, conveys high learning expectations for all students, and encourages students to take pride and ownership in their work.

...which leads to...

students setting high expectation goals to meet all academic and socio-emotional learning standards leading to an increase of students on-track for academic and attendance success.

Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture

Area(s) of focus: 3

Action step	Responsible	Timeframe	Evidence for status	Status
Plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations, collaborative reading projects, science learning fairs, "Quiz bowls", reading days, and service learning projects.	SEL committee, ILT, Counselor, administration, teacher leaders, WL Teacher	Apr 18, 2016 to Jun 29, 2018	(Blank)	Not started

Diverse Learners, SEL, Academics, Differentiated instruction, Student enrichment, World language, Enrichment, Growth mindset, Service learning

Establish a protocol for student led parent conferences and schedule at least 1 per year (define student/teacher role during the conference). Build on strategies to use student self-assessment practices school-wide (training, share drive ideas, research).

SEL committee, ILT, academic committees, Counselor, administration

Apr 11, 2016 to Jun 15, 2018

(Blank)

Not started

Student enrichment, Accountability, Academic supports, Self assessment

Developing a cycle of teacher driven learning focused on improving and elevating teacher practice in SEL instruction (Second Step implementation, embedding SEL competencies into all content areas), and promoting a growth mindset school wide.

SEL committee, ILT, academic committees, Counselor, administration, teacher leaders

Apr 11, 2016 to Jun 15, 2018

(Blank)

Not started

SEL, Academics, Growth mindset, Behavior supports

Establish data driven referral and screening procedures through the BHT to identify students with barriers to learning and/or who need Tier 2 or 3 SEL interventions (e.g., Anger Coping, SPARCS, Powerful Girls, CICO).

Behavioral Health Team, Counselor, teachers, administration

Apr 11, 2016 to Jun 15, 2018

Referral protocols, minutes, next steps

Not started

MTSS, SEL, Accountability, Growth mindset, Behavior supports;

Use teacher PD time to provide training on Restorative practices for teachers (Restorative mindset, restorative language, classroom talking circles).

SEL committee, Counselor, teachers, academic committees, teachers

Aug 30, 2016 to Aug 30, 2016

Agenda, sign-in sheets

Not started

Restorative justice, Growth mindset, Mtss-sel

Strategy 4

If we do...

Provide multiple and varied opportunities for families to participate in school events and volunteer opportunities at Chase by increased and varied communication tools.

...then we see...

parent and family participation and support in all social and academic events increase so and higher expectation for student growth.

...which leads to...

Parents expectations of their child increase and an increased investment in ensuring that their child is on-track for academic and socio-emotional success, and improved attendance.

Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement

Area(s) of focus: 4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Update the parent handbook to include the many opportunities to learn, teach, socialize, and volunteer.

Administration

Apr 18, 2016 to Jun 22, 2018

(Blank)

Not started

Parental involvement, Parent partnerships, Volunteer,

Budget, Parent engagement

Plan for a celebration around Heritage recognition, Mother's Day and invite families to enjoy cultural music (Mariachi) and student performances	Administration, WL Teacher	May 1, 2016 to Jun 2, 2017	(Blank)	On-Track
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Parental involvement, World language, Parent engagement

Provide a parent workshop dedicated to signing up for and using Parent Portal and provide access/PINs	Administration, ILT	May 1, 2016 to Jul 20, 2018	two Parent Portal workshops have already occurred.	On-Track
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Parental involvement, Academic expectations, Parent engagement, Parent portal, Grades

Continue to provide parent workshops in ESL, cooking, sewing, etc. and invite parent volunteers to lead sessions of interest.	Administration	May 1, 2016 to Jun 22, 2018	(Blank)	On-Track
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Parental involvement, Parent partnerships, Parent engagement, Parents

Continue to provide Preschool parent workshops (i.e. Magic 123, Developmental Reading and Math)	Preschool teacher team, administration	May 1, 2016 to Jun 22, 2018	(Blank)	On-Track
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Literacy/Reading, Math, Family and Community Engagement, Parental involvement, Community events, Preschool, Early literacy, Community partnerships

Continue community outreach with monthly Toddler Time, flyers, community events	PE Teacher, Administration, Teacher Teams	May 1, 2016 to Jun 22, 2018	Monthly Toddler Time, flyers	On-Track
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Family and Community Engagement, Community, Community events

Provide continuous informational sessions for parents to increase the understanding of the MTSS process	Administration, counselor, social worker, teacher teams	Sep 6, 2016 to Jun 30, 2018	Sign-in sheets, PPT	Not started
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MTSS, Family and Community Engagement, Parent partnerships, Parent engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>+ Analyze needs for curriculum purchase, both new and replenishing consumables, and ensure the purchases meet the needs as shown</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Resources, Planning, World language, Curriculum maps, Common core state standards, Vertical alignment</p>	<p>ILT, Administration, WL Teacher</p>	<p>Apr 18, 2016</p>	<p>Jun 29, 2018</p>	<p>On-Track</p>
<p>+ Provide common planning time to ensure that the curriculum is utilized cohesively among grade levels</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Instruction, Curriculum, Instructional material, Planning, Collaboration, Common planning time</p>	<p>Administration, WL Teacher</p>	<p>May 1, 2016</p>	<p>Jun 22, 2017</p>	<p>On-Track</p>
<p>+ Establish teams, times, and systematic processes for collaborative horizontal and vertical unit planning (develop units, align instruction, and differentiate where needed.)</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Teacher Teams/Collaboration, Aligned resources, World language, Instructional planning, Horizontally aligned, Vertical alignment, Backwards design, Common planning time</p>	<p>Administration, ILT, teacher teams, WL Teacher</p>	<p>May 1, 2016</p>	<p>Aug 25, 2017</p>	<p>Not started</p>
<p>+ Regularly monitor pacing and fidelity of implementation with IEW, Fix It!, ENY, math curriculum and follow up with support and/or adjustment of curriculum where needed.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Differentiated instruction, Accountability, Teacher capacity, Pacing, Monitor</p>	<p>Administration</p>	<p>Sep 5, 2016</p>	<p>Jun 30, 2017</p>	<p>Not started</p>
<p>+ Support teachers (planning time, coaching, PD) with implementation of IEW, supplementation (new texts) and differentiation of IEW.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Curriculum Design, Teacher Teams/Collaboration, Writing, Writing assessment</p>	<p>Teacher Teams, Writing committee, ILT, Administration</p>	<p>May 1, 2016</p>	<p>Jun 29, 2018</p>	<p>On-Track</p>
<p>+ Adopt a math curriculum for K-5 and establish the expectation that it will be implemented with fidelity and provide support for teachers in the form of PD, peer observations, coaching, and dedicated GLT meetings.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Math, Instructional Coaching, Math talks, Math curriculum, Peer observation, Pacing</p>	<p>Math Committee, Administration, ILT, Teacher Teams</p>	<p>May 1, 2016</p>	<p>Jun 22, 2018</p>	<p>On-Track</p>
<p>+ Adopt a vocabulary program for K-6 (Rule of 3) and establish the expectation that it will be implemented with fidelity and provide support for teachers in the form of PD, peer observations, coaching, and dedicated GLT meetings.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Vocabulary</p>	<p>ELA Committee, Administration, ILT, Teacher Teams</p>	<p>May 1, 2016</p>	<p>Jun 22, 2018</p>	<p>On-Track</p>
<p>+ Analyze unit plans quarterly for alignment to CCSS and identify differentiated supports for all students.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Differentiated instruction, Ccss, World language, Unit planning</p>	<p>Teacher teams, administration, WL Teacher</p>	<p>Jun 20, 2016</p>	<p>Aug 31, 2018</p>	<p>Not started</p>
<p>+ Analyze unit plans for integration of SEL standards.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, SEL, Collaboration, Unit planning</p>	<p>Teacher teams, BHT, administration</p>	<p>Jun 20, 2016</p>	<p>Aug 31, 2018</p>	<p>Not started</p>

District priority and action step	Responsible	Start	End	Status
<p>✚ Utilize problem solving process (MTSS) to evaluate effectiveness and plan improvements to Tier 1, 2 & 3 core instruction within grade, classroom, or content teams.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, MTSS, Academic mtss, Mtss-sel</p>	ILT, GLT, BHT, administration, counselor, case manager	Jul 15, 2016	Jun 30, 2017	Not started
<p>✚ Teacher teams use data to evaluate effectiveness of Tier 1 core instruction. As a result, they identify problems, analyze problems, implement a plan, and evaluate their plan.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Curriculum Design, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, 21st century skills, World language, Balanced literacy, Depth of knowledge, Academic expectations, Curriculum maps, Accountable talk, Vertical alignment, Blended learning, Academic rigor, Curriculum Design, Curriculum mapping, Academic mtss</p>	GLT, ILT	Sep 6, 2016	Jun 30, 2017	Not started
<p>✚ Establish times and teams to develop common grade-level assessments, school-wide assessment calendar, and a calendar of GLT meetings dedicated to the analysis of the assessments.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, Planning, World language, Grade level meetings, Assessment design, Data analysis, Calendar</p>	ILT and Administration, WL Teacher	Apr 18, 2016	Jun 29, 2018	On-Track
<p>✚ Provide additional professional development supports</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, Assessment, Balanced grading and assessment, Assessment design</p>	ILT and administration	May 1, 2016	Jun 23, 2017	On-Track
<p>✚ Dedicate one GLT meeting each month for analysis of the common assessment results and to create additional common assessments</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, Assessment, World language, Assessment design, Data analysis, Data driven instruction</p>	Administration, ILT, GLT, WL Teacher	May 1, 2016	Jun 9, 2018	On-Track
<p>✚ Review/Revise writing assessments for CCSS/IEW writing and align to pacing calendar. Continue to assess efficacy of Fix It! Grammar and track growth using common spreadsheets.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, Assessment, Accountability, Data analysis, Writing assessment</p>	Teacher Teams, Writing committee, ILT	May 1, 2016	Jun 22, 2018	On-Track
<p>✚ Analyze all common grade-level assessments and multiple assessment measures during GLT, ILT, Flex days.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, MTSS, World language</p>	Teacher Teams, WL Teacher	Aug 1, 2016	Jun 30, 2017	On-Track
<p>✚ Analysis of progress monitoring assessments to drive MTSS process to identify Tier 2 & 3 interventions.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Academic gain, Academic, Differentiated instruction, Assessments, World language, Academic expectations, Balanced grading and assessment, Accountability, Assessment design, Data analysis, Data tracking, Benchmark progress monitoring, Formative assessment, Data driven instruction, Authentic tasks, Approaches to teaching and learning, Common core state standards, Achievement, Backwards design, Benchmark grades, Analysis, MTSS, Tier 2 & 3, Assessment design, Assessment data</p>	Administration, Teacher Teams, ILT, counselor, case manager	Aug 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations, collaborative reading projects, science learning fairs, "Quiz bowls", reading days, and service learning projects.</p> <p>Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture, Diverse Learners, SEL, Academics, Differentiated instruction, Student enrichment, World language, Enrichment, Growth mindset, Service learning</p>	SEL committee, ILT, Counselor, administration, teacher leaders, WL Teacher	Apr 18, 2016	Jun 29, 2018	Not started
<p>✦ Establish a protocol for student led parent conferences and schedule at least 1 per year (define student/teacher role during the conference). Build on strategies to use student self-assessment practices school-wide (training, share drive ideas, research).</p> <p>Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture, Student enrichment, Accountability, Academic supports, Self assessment</p>	SEL committee, ILT, academic committees, Counselor, administration	Apr 11, 2016	Jun 15, 2018	Not started
<p>✦ Developing a cycle of teacher driven learning focused on improving and elevating teacher practice in SEL instruction (Second Step implementation, embedding SEL competencies into all content areas), and promoting a growth mindset school wide.</p> <p>Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture, SEL, Academics, Growth mindset, Behavior supports</p>	SEL committee, ILT, academic committees, Counselor, administration, teacher leaders	Apr 11, 2016	Jun 15, 2018	Not started
<p>✦ Establish data driven referral and screening procedures through the BHT to identify students with barriers to learning and/or who need Tier 2 or 3 SEL interventions (e.g., Anger Coping, SPARCS, Powerful Girls, CICO).</p> <p>Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture, MTSS, SEL, Accountability, Growth mindset, Behavior supports;</p>	Behavioral Health Team, Counselor, teachers, administration	Apr 11, 2016	Jun 15, 2018	Not started
<p>✦ Use teacher PD time to provide training on Restorative practices for teachers (Restorative mindset, restorative language, classroom talking circles).</p> <p>Tags: MTSS, SEL, World language, Growth mindset, Expectations, Ownership, Culture, Restorative justice, Growth mindset, Mtss-sel</p>	SEL committee, Counselor, teachers, academic committees, teachers	Aug 30, 2016	Aug 30, 2016	Not started
<p>✦ Update the parent handbook to include the many opportunities to learn, teach, socialize, and volunteer.</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Parental involvement, Parent partnerships, Volunteer, Budget, Parent engagement</p>	Administration	Apr 18, 2016	Jun 22, 2018	Not started
<p>✦ Plan for a celebration around Heritage recognition, Mother's Day and invite families to enjoy cultural music (Mariachi) and student performances</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Parental involvement, World language, Parent engagement</p>	Administration, WL Teacher	May 1, 2016	Jun 2, 2017	On-Track
<p>✦ Provide a parent workshop dedicated to signing up for and using Parent Portal and provide access/PINs</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Parental involvement, Academic expectations, Parent engagement, Parent portal, Grades</p>	Administration, ILT	May 1, 2016	Jul 20, 2018	On-Track
<p>✦ Continue to provide parent workshops in ESL, cooking, sewing, etc. and invite parent volunteers to lead sessions of interest.</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Parental involvement, Parent partnerships, Parent engagement, Parents</p>	Administration	May 1, 2016	Jun 22, 2018	On-Track
<p>✦ Continue to provide Preschool parent workshops workshops (i.e. Magic 123, Developmental Reading and Math)</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Literacy/Reading, Math, Family and Community Engagement, Parental involvement, Community events, Preschool, Early literacy, Community partnerships</p>	Preschool teacher team, administration	May 1, 2016	Jun 22, 2018	On-Track
<p>✦ Continue community outreach with monthly Toddler Time, flyers, community events</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, Family and Community Engagement, Community, Community events</p>	PE Teacher, Administration, Teacher Teams	May 1, 2016	Jun 22, 2018	On-Track
<p>✦ Provide continuous informational sessions for parents to increase the understanding of the MTSS process</p> <p>Tags: Parental involvement, World language, Parent partnerships, Volunteer, Parent engagement, MTSS, Family and Community Engagement, Parent partnerships, Parent engagement</p>	Administration, counselor, social worker, teacher teams	Sep 6, 2016	Jun 30, 2018	Not started

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.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

*NCLB and BAC meetings will be held according to recommendation by CPS (NCLB- PAC are held monthly & BAC are held as required) during the school year with information from the meetings being reported to the LSC.

*During these meetings parents will be provided with information regarding the Title I school parental involvement plan, CIWP, School/Assessment Data and new/existing policies. We will also provide opportunities for feedback and parent involvement and revise plan if necessary.

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

- *The principal and the committees of the various parent groups will plan and facilitate parent meetings and/or workshops (ESL, Sewing, library maintenance) which are held in Room A108 & 021.
- *The principal held the Annual Title I Informational Parent meeting on September 27, 2016 and the Title I, Part A Advisory Council (PAC) Organizational Meeting on September 27, 2016
- *The chairperson of the NCLB-PAC, BAC and other parent leaders plan the agendas and then run the various meetings. For 2016-2017, meetings take place at 3:30 pm after school as this time is more conducive to participation.
- * NCLB-PAC & BAC meetings will: -build collaboration and trust with parents; -inform parents of important CPS and school initiatives that affect the school and their children; -help identify interest and commitment for parent activities.

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

- *Parents are provided the parent handbook which each parent must sign for at the beginning of the year. This provides them with information and policies that need to be followed to support student learning.
- *Parents and students are informed about all relevant school information through the school website and electronic marquee which is updated regularly.
- *Parents receive pertinent information at the Open House in August, Data Nights in September and again at Report Card pick-up in November and April.
- *Teachers send monthly newsletters to keep parents informed and make personal contact as needed.
- * School monthly newsletter will be provided to all students.

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

- *Chase has several parent groups besides those represented on the LSC. We have a BAC committee, parent patrol, NCLB-PAC team and parent/teacher organization. These groups meet on a regular basis and suggestions go directly to the administration. The principal will then determine if further discussion is needed by the ILT, CIWP Planning committee, Community Partners and the LSC.
- *As needed, the group who originally made the suggestion either presents to other decision-making groups or join the discussion to answer questions.

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.

- * Notices to parent are sent in both English and Spanish
- * The school website contains information to parents in both English and Spanish
- * Parents are provided additional information when requested and are directed to CPS supported websites where the information may be obtained.
- * Computers are made available in the parent room for parent use.
- *Parent Data Nights are held in which parents can participate in workshops to learn academic strategies their children at home and gain understanding about how the their child and the school is progressing
- *Individual student progress monitoring reports are sent home

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.

- * Chase has only "highly qualified" teachers.
- * If necessary, parents will receive information regarding those teachers who are not highly qualified in adherence with CPS guidelines for disseminating this information.

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

- * Parent Data Nights are held in which parents can participate in workshops to learn academic strategies their children at home and gain understanding about how the their child and the school is progressing
- *The parent portal to gradebook will be utilized, a direct link to this site is available on the Chase website.
- * During BAC & NCLB Meetings student and school data is provided and explained to parents.
- * The CIWP and our goals as it relates to student progress are shared in parent meetings.
- * Teachers provide parent workshops during data nights on how to use the CPS Parent Portal so they may monitor their child's grades, attendance and behavior.
- *Chase maintains computers in the parent room for the use of parents to access CPS supported websites to gain progress information on their children.

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

- * Support and assist the BAC and PAC to communicate with parents, provide parent resources and activities through community partners and encourage teachers to collaborate with parents
- * Conduct monthly training sessions to inform parents how they can support the Chase curriculum at home
- * Hold several events throughout the school year: high school fair, mandatory eighth grade parent meetings, CAPS, BAC and NCLB meetings, science fair/night, math night, literacy nights, Data nights, open house, report card pick-ups, Excellence Academy showcases, talent show
- *Provide students and parents with academic goal sheets.
- *Provide computer classes for parents to gain technology skills that assist/support their child/ren.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners

in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

- * Chase offers classes related to physical health, mental health, parenting skills, domestic abuse, technology training through social service organizations that provide volunteer trainers for parent classes. Classes are held in Room A108, parent room, computer lab and/or the library dependant on needs.
- *The school's social worker holds monthly parent meetings in A309 to discuss community issues and home/family issues
- *Teachers send monthly newsletters and communicate with parents via phone & internet
- *Chase hosts events throughout the year: Field Day, rummage sale, literacy nights, science night, 8th grade parent meetings, Data Nights, high school fair, Pre-K & kindergarten parent trainings, Opera for All, Winter/Spring Showcases, and sporting events - to strengthen parent involvement with school community. These events build ties between teachers, students, and parents

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

- *Through our Pre-K program, four Pre-K teachers conduct home visits to ensure students' progress in school.
- *PreK will host parent workshops at the school to provide them with material and information to better support their children.
- *Chase follows CPS' pre-school parent volunteer policy and advertises all Pre-K sponsored parent trainings.
- *Chase administrators welcome parents during all events, meetings and trainings
- * The counselor coordinates programs based on the needs of the school and community. She meets with CHASI SEL partners to assess parental needs and then match services with families.
- *School houses two full time social workers through the community partner Children's Home and Aide who provide support to students' and their families

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

- *All communications from Chase school including parent letters, newsletters, handbook, flyers and the automated call out system are done in English and Spanish
- *All school related information for school community is regularly posted on the school website and on the electronic marquee
- *A live calendar will be included on school website highlighting upcoming events and dates to note
- *Banners are also posted inside and outside of the school to keep the school community informed and involved

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

To promote the intellectual, emotional, and physical well-being of each student by providing an academic program with relevance, rigor, technology and measurable results. We will prepare all students with the knowledge and skills necessary to be college and career ready through a rigorous curriculum aligned to the Common Core State Standards.

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.

- *Open House is scheduled for the second week of school.
- *Report card pick-up: as prescribed by CPS
- *Teachers send notes home to individual parents and call home when needed to communicate student's academics and/or behavior
- *Teachers make themselves available at dismissal time and make efforts to seek parents out when student's needs must be communicated
- *Mandatory 8th grade parent meeting is held to inform parents of all graduation requirements. Subsequent graduation/data/DC trip meetings are announced well in advance.

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

- *Progress reports are sent every five weeks.
- *Students receiving a "D" or "F" in any subject will have a remediation plan on file. The plan will be developed and shared with the parents. Both parents and the school staff are responsible for monitoring the child's progress towards passing grades.
- * Teachers send notes, emails, and make telephone contact with parents as student's needs arise.

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

- *Teachers make themselves available before and after school to meet with parents.
- *Parents may make appointments with teachers during the regular school day but only if agreed to by the teacher and only during the teacher's regularly scheduled prep time.

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

- *Per CPS policy, parents who complete the volunteer packet may volunteer on a regular basis.
- *Parents are encouraged to act as chaperones for field trips.
- *Parents who are unavailable during regular school hours are encouraged to meet with teachers to find other ways that they can participate/volunteer i.e., making copies, cutting out letters/stencils, making posters, etc. during their at-home time.

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

- *We offer opportunities for parents to meet with their child's teacher during Open House and Report Card pick-up. During these events, parents are made aware of homework expectations as well as are provided with strategies to support their child/ren. In addition, we hold a Data Night where parent's visit the school to understand the school's overall data which includes the affects of attendance as it pertains to student achievement.
- *We provide parents with their individual child's data information and tools to support their child at home. Teachers meet with parents to review the data and confer on the child's strengths and needs.
- *Teachers are asked to conduct mini-workshops to show parents how they can assist their children at home. Teachers also prepare materials that parents can take home and have available to support their children's learning and academic progress.
- *Principal and AP are present at all NCLB and BAC school meetings to present current academic status of school and to encourage parents to support their children.

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

- *Parents may meet with teachers during regularly scheduled times like report card pick-up and open house or may make appointments with teachers
- *The LSC has parent members
- * Parents are encouraged to provide feedback and insights as to what is going well and needs work.
- * Parents complete the My Voice, My School survey during report card pick up and provide them with an incentive to ensure all voices are heard
- *During NCLB-PAC, BAC and other school meetings parents are asked to participate in decisions ragrading the academic process.

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

- *Students review classroom and school expectations and the Student Code of Conduct during the first three school days
- *New students and their parents meet with the Assistant Principal who reviews schoolwide policies and expectations when the student is enrolled.
- *Students participate in Quarterly Honors' celebrations to recognize and celebrate their efforts and their peers.
- *Students confer with teachers and parents to identify goals and strategies that will assist them in achieving those set goals throughout the year as well as to monitor their progress.
- *Students will be responsible for knowing their F&P reading level, AR reading level and the RIT goal as well as understand the implications of their individual scores.
- * Students will receive awards for perfect attendance, good citizenship, and other honors to provide students with the incentive to achieve both academically and socially.
- *Students participate in a monthly perfect attendance celebration.
- *Students are provided opportunities to access gradebook in computer labs.
- *Students seek additional support before and/or afterschool to improve their progress

Parent Budget

Complete

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

Parent Budget will be completed when budget is released for SY17 and allocation for this fund is indicated.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$	710	.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.	\$	694	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.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)	\$	700	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	385	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	0	.00