



Salmon P Chase Elementary School / Plan summary

2018-2020 plan summary

Team

| Name | Role | Email | Access |
|---------------------|--------------------|----------------------|------------|
| Raquel Saucedo | Principal | rsaucedo@cps.edu | Has access |
| Evdokia Block | AP | EKBlock@cps.edu | Has access |
| Margaret Sexton | Case Manager | mmsexton@cps.edu | Has access |
| Elizabeth Rosenfeld | Counselor | elrosenfeld1@cps.edu | Has access |
| Patricia Lux | ILT-Reading | pmlux@cps.edu | Has access |
| Miguel Santana | ILT-Technology | masantana@cps.edu | Has access |
| Laurie Speicher | ILT- EC | lspeicher@cps.edu | Has access |
| Maria Pena | LSC- Chair | mp1649@icloud.com | Has access |
| Eric Runyan | ILT- Math Teacher | emrunyan@cps.edu | Has access |
| Steven Bruehl | ILT- SSTeacher | scbruehl@cps.edu | Has access |
| Rebecca Kornack | ILT- STEAM Teacher | rmkornack@cps.edu | Has access |
| Christine Dussault | ILT- ELP/DL/MTSS | ccdussault@cps.edu | Has access |

Team meetings

| Date | Participants | Topic |
|------------|--------------------|--|
| 12/13/2017 | GLT | Review of 2016-18 CIWP Action Items |
| 12/13/2017 | PAC | Review of 2016-18 CIWP Priorities |
| 12/14/2017 | ILT | Review of 2016-18 CIWP Action Items |
| 01/10/2018 | GLT | SEF Evidence & Ratings |
| 01/11/2018 | Flexday- All Staff | SEF Evidence & Ratings |
| 01/23/2018 | ILT | SEF Evidence & Ratings |
| 01/25/2018 | Flexday- All Staff | SEF Evidence & Ratings |
| 01/25/2018 | LSC | SEF Evidence & Ratings |
| 02/01/2018 | ILT | SEF Evidence & Ratings |
| 02/20/2018 | ILT | SEF Evidence & Ratings |
| 02/21/2018 | PAC | SEF Evidence & Ratings; Selecting Priorities |
| 02/22/2018 | LSC | SEF Evidence & Ratings; Selecting Priorities |
| 02/22/2018 | Flexday- All Staff | SEF Evidence & Ratings; Selecting Priorities |
| 02/28/2018 | GLT- All Staff | Selecting Priorities |
| 03/01/2018 | ILT | Selecting Priorities |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Teacher who seek out leadership opportunities are placed strategically based on interest and ability to support school initiatives. In addition, teachers are encouraged to participate 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, English Language Program Teacher (ELPT) 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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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.

1 2 **3** 4

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 SY17, a new structure was implemented to improve the monitoring of the CIWP strategies and action steps. For SY9, 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 |
| MTSS Framework: | Shared Leadership_Evaluation of MTSS |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4a. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIVP A2. Implements Data Driven Decision Making and Data Driven Instruction |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources |

Professional Learning:

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.

Score

1 2 **3** 4

Data is utilized to identify strengths and gaps in practice and instructional supports. Data is utilized to provide teacher feedback and student work to inform professional learning opportunities. The opportunities will afford teachers new instructional strategies to refine their teaching capacity.

Teachers will continue to build their leadership skills by attending District/Network sponsored professional development, workshops and summits presenting their expertise during staff GLT, Flex Day and school improvements days.

Teachers will continue to participate in STEM professional learning opportunities to increase their knowledge base and implement STEM into their daily instructional practice.

Teachers are provided with whole staff and differentiated learning opportunities to develop their practice.

Teachers collaborate and foster an environment where they conduct peer observations to provide feedback to reflect and refine their teaching practices by reviewing student work, lesson planning, and pacing.

Teachers seek out and take advantage of partnerships and donor organizations to provide students' with additional learning opportunities/materials in all subject areas.

The math core teachers are part of the Math committee and meet bi-weekly to review new learning and provide .

The STEAM teacher facilitates science team meetings and supports classroom instruction to increase classroom implementation of NGSSStandards.

The MTSS team meets weekly and review student data with the social worker, case manager, MTSS lead, administration and counselor.

Committees are in place for core subjects, science, initiatives such as after-school programming, parent events (pi-night, literacy night), Washington D.C. trip, and others.

The Atlas protocol is utilized by all core subject and attendance committees to analyze student work, revise Tiered interventions and provide input into curricular materials.

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 | Effective Leaders Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules |

Aligned Resources:

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

Score

1 2 **3** 4

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.

STEAM Lab will be incorporated into the curriculum for all students K-8.

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 | Effective Leaders, Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

The curricula selected are aligned to the Common Core State Standards and NGSS. Students are provided a range of opportunities to participate in a variety of content at their instructional, independent, and grade level, which are academically rigorous and contributes to critical thinking.

The curricula integrates academic and social emotional learning opportunities for all students, including diverse learners, English language learners/Dual Language Learners, and advanced learners.

The ILT reviews standardized data to examine how the curricula aligns to what students are expected to know and what opportunities does the curricula offer all students to meet these standards and expectations.

Grade level teams utilize NWEA MAP results and DesCartes to design targeted instruction.

Teachers use a variety of resources to incorporate into their instruction, where gaps are identified. (Reading: Engage NY, Harcourt scope and sequence, Fountas & Pinnell, The Continuum of Literacy Learning, IXL, Reading Eggs, Reading A-Z, Achieve3000. Math; EngageNY Math, Reflex Math, IXL, Khan Academy).

Grade appropriate student text is utilized for whole group instruction/mini lessons to target Tier 1 using a shared reading model. A variety of data is used including running records to determine/monitor student's reading level data. Teachers use the Leveled Library to locate texts that addresses student's instructional reading levels and needs.

Teachers utilize a variety of online language arts and math programs to target instruction and practice for individual and small groups of students.

Teachers monitor individual students progress on grade-level skills and provide individual or small group targeted intervention or acceleration where appropriate.

The school-wide writing curricula, IEW, is being implemented K-8. All teachers have attended training and continue to receive formal professional development yearly. Taking the successes and challenges of the year teachers teams meet to discuss curricular scope and sequence, pacing of instructions, peer observation/coaching and (skills and strategies) aligned to the CCSS .

During GLTs and math committee meetings teachers conclude that Engage NY aligns and provides students with deeper understanding of the CCSS. 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

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Teachers have access to a variety of instructional materials and select the materials that are best suited to address the instructional needs of individual students. Resources include: leveled libraries, EngageNY Reading curriculum materials, Institute for Writing Excellence (IEW) materials, EngageNY Math consumables.

Students have access to a wide variety of reading materials at all reading levels. Students are explicitly taught how to select books that are appropriate for their reading levels and interests.

Teachers and students have access to a variety of online materials, to supplement core instruction: A/R, Achieve3000, Lexia, Reading Eggs, IXL, and Khan Academy which provides skills based activities, rigorous/instructional/independent level text, comprehension questions, and vocabulary at their instructional level. Khan Academy: Middle school uses online math program that provides video lessons to accompany problems sets to give all students access to additional instruction at a moment's notice.

All visual supports (anchor charts, student notes, and classroom references) are modified and adapted as needed to meet student needs using the materials.

Staff support students in understand their learning styles and explicitly teach students how to select instructional materials and learning activities that utilize their strengths and help them grow academically.

The Next Generation Science Standards to deepen students understanding and engage them in practices scientist engage in as they investigate, incorporate crosscutting concepts to link the different domains of science (i.e. patterns, similarity; cause and effect; scale, proportion an quantity, etc), and disciplinary Core Ideas meeting criterias (broad importance, key tool, interests and life experiences of students, etc.). The STEAM Lab is being added to regularly to ensure students have hand-on experiences. Robotics were incorporated into the science curriculum (CS4ALL)

Teachers have access to Social textbook sets and supplement with non-fiction leveled text to support comprehension and engagement. For Scope and sequence we are following the Social Science 3.0 and CCSS.

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 | ✓ SGRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| MTSS Framework | <ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time |
| CPS Performance Standards for School | |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.) |

Rigorous Student Tasks:

Score

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)

1 2 3 4

Teacher teams meet weekly with administrators and have common preps to meet throughout the week. Teachers focus on a variety of topics/activities during the common planning time which include lesson plan focus, strategies/skills development, data analysis. All cycle team meetings are inclusive of all teachers, including special education.

We are revisiting and establishing the Atlas protocol to be utilized with fidelity. Teacher teams are analyzing grade level data without student names attached to identify grade level trends. Teacher are taking turns bringing authentic student work or data results 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 MTSS/ELPT, literacy coach and administration. Protocols and norms are in place for GLTs.

Lesson plans and Unit plans follow the CCSS, NGSS and SLA standards 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 content and SEL committees share ILT and professional development learning during scheduled GLT meeting time. GLT analyze student work , review and adjust learning tasks, pacing, and scope and sequence, identify gaps.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 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 |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work |

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

The school is creating a growth mindset in which all students who leave elementary and ultimately secondary school with a predetermined destination, whether it be college, trades, or career identification.

We provide all students access to curriculum and develop their confidence to prepare them for the challenges they will encounter in high school and post-secondary education.

Teachers provide ongoing information to parents through newsletters, DoJos, and website regarding what students 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 is offered to students who meet 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.

The counselor provides information to students and parents 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).

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, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry**

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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, shared on the drive, 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
- IXL -Below/at/above 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 (Daily 5 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 and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | ✓ 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 |
| Measures | ✓ SGRP Attainment and Growth |
| | Five Essentials: Ambitious Instruction |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1.c. Selecting Learning Objectives |
| | 1.e. Designing Student Assessment |
| | 3.d. Using Assessment in Instruction |
| | 4.a. Reflecting on Teaching & Learning |
| CPS Performance Standards for School Leaders | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| | 4b. Maintaining Accurate Records |
| Now What? Materials to Support Improvement Planning | |
| ✓ | CPS Balanced Assessment Framework & Assessment Models |
| ✓ | Assessment Design Toolkit |
| ✓ | Teacher Made Assessment Basics |
| ✓ | Grading principals and guidelines |
| ✓ | Great Schools Partnership –Grading + Reporting |

Multi-Tiered System of Supports:

Score

1 2 3 4

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.

Parents of off track students in academics and/or attendance are contacted and provided with opportunity to develop attainable goals. Nudge letters, calls, and meetings are arranged.

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, such as exit slips, 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, MTSS lead, 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.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ 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 ✓ Evidence of On Track monitoring and supports |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B3. MTSS Implemented Effectively in School |

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

Relational Trust:

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

Score

1 2 **3** 4

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 | <ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Collaborative Teachers Supportive Environment |
| MTSS Framework | Shared Leadership, Family & Community Engagement |
| CP&S Framework for Teaching | <ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport |
| CP&S Performance Standards for School Leaders | <ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate |
| Now WHAT? Materials to Support Improvement Planning | |
| <ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) | |

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

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 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.

Students are provided with additional opportunities to make positive contributions to the school and community (Field trips to distribute food to the needy). 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

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their

- viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Restorative conversations are led to provide students with a restorative approach to resolve conflict and prevent harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

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 administration's 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.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/SEL) |

Restorative Approaches to Discipline:

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.

Score

1 2 3 4

CHAMPs and Second Step is a school-wide expectations to ensure the fidelity of the practice. Teachers 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 infractions are due to egregious behaviors that occurred after school with students that involve 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 continue to increase 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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 **3** 4

We provide parents with multiple opportunities to visit our school, participate in events, volunteer when and possible learn about what their children are doing and how they can support our students' success.

Events

Open House (BOY)

Data Night (MOY)

Literacy Night (Fall & Spring)

STEAM & PI Night (on National PI day 3/14)

Student showcases (one performance for Parents & one for students) (Winter & Spring)

Opera For All Performances (4th-6th Gr. Students Write/Compose Play and Perform for Peers and Parents)

STEM Fair After School Exhibition of Student projects for Parents

24 Competition for students (Event to promote love of Math and confidence in Math ability) Parents are invited to attend and cheer for their children

Principal & Counselor transported 8th grade students and their parents to N4 HS fair

Principal and Counselor escorted 15 (5-6th grade) students and their parents to Passport to Success, ASAS' annual High School

Search and Application event at Lindblom M & S Acad

Counselor met with all 8th grade students and their parent/guardian individually to complete the GoCPS Application to ensure understanding and assist in making well informed decisions for their HS selections

Partnered with Moos School for a Dual Language Panel Discussion to inform parents about the DL program (Teacher from Chase moderated panel & Principal and DLC discussed Chase program with parents)

Parent Meetings/Workshops/Volunteers

Pre-K Parent meeting (BOY)

7th Grade Parent Meeting (Reiterate importance of 7th grade academics for Selective Enrollment) (BOY, MOY & EOY)

PAC Elected before the deadline- Monthly Meetings

BAC Elected before the deadline- Bi-Monthly Meetings

LSC Monthly meetings

Weekly Sewing Class - by parent Volunteer

ESL Classes will resume after Spring Break- Free Instructor from Erie Neighborhood House

Weekly Toddle Time with PE teacher will resume in Spring (if there is interest based on FB registrations)

1-2-3 Magic! Workshop to assist parents with building healthy behavior habits

We have parents that volunteer to assist in classrooms, provide workshops and assist with traffic/street for safe student entry/exit

Community partners

Common Threads/ Small Bites (After-School student/parent preparation of healthy food snacks)

Children's Home and Aid (Counseling services for students and families at school site during in/out of school time)

Unicef Kid Power (4-8 fitbit)

Learning Garden Clubs/Activities - Student academic activities during school day with Parent education/volunteer piece during in/out of school time

Cradles to Crayon (Teacher/family liaison invites parents to provide need information to receive clothing/shoe/toy donations)

Delta Dental Land of Smiles

Presence Hospital C.A.N.D.O. - Student education on Health during school day with Parent education piece

The Schools Group- Clinical Counseling Interns 2017-2018 (Secured 2 counseling interns to provide services to 30+ students)

Parent education to familiarize families with program services was provided before services began

Hour of Code- Classroom Activities & Assembly (Parents, Community members, i.e. IL Rep. Will Guizzardi, Coders, CS4All Reps volunteered in classrooms during this week long event)

5th grade teachers organize yearly field trip for students and their parents to Feed My Starving Children to pack food for kids around the world before the winter Holidays

Social Media

As a result of parent feedback that our website is antiquated we are in the process of redesign the look and content at no extra cost to the school because we're broke

All communications, i.e. Calendars, newsletters Flyers are sent home in Spanish and English to parents (and meeting information is posted on the school parent board and website)

90% of our teachers use class dojo to communicate with parents and 90% of our parents are active participants

We communicate events and celebrations through Facebook and Twitter

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.

- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ☐ = Not of focus |
|-------|--|--------------------------------|
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 ☐ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 ☐ |
| 3 | Culture of & Structure for Continuous Improvement: 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: Multi-Tiered System of Supports | 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: 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: Parent and Family Partnership | 1 2 3 4 5 ☐ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 ☐ |

| | | | | | | | |
|---|--|---|---|---|---|---|-----------------------|
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 4 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 4 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 4 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 4 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |
| 4 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | <input type="radio"/> |

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
| National School Growth Percentile - Reading | | | | | |
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 15% in SY18 and additional 12% SY19. | 93.00 | 66.00 | 75.00 | 85.00 | 90.00 |
| National School Growth Percentile - Math | | | | | |
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 5% in SY18 and additional 7% SY19. | 93.00 | 77.00 | 80.00 | 85.00 | 90.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | | |
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 5% in SY18 and additional 8% SY19 | 69.00 | 62.50 | 65.00 | 70.00 | 75.00 |
| African-American Growth Percentile - Reading | | | | | |
| NA | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
| Hispanic Growth Percentile - Reading | | | | | |
| The Hispanic student subgroup (94%) is representative Chase's overall demographics. Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 10% in SY17 and additional 10% SY19. | 92.00 | 64.00 | 73.00 | 80.00 | 88.00 |
| English Learner Growth Percentile - Reading | | | | | |
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 20% in SY18 and additional 10% SY19. | 89.00 | 30.00 | 36.00 | 40.00 | 45.00 |
| Diverse Learner Growth Percentile - Reading | | | | | |

| | | | | | |
|----|---------|---------|------|------|------|
| NA | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|----|---------|---------|------|------|------|

African-American Growth Percentile - Math

| | | | | | |
|----|---------|---------|------|------|------|
| NA | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|----|---------|---------|------|------|------|

Hispanic Growth Percentile - Math

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 10% in SY18 and additional 10% SY19. Programmatic changes have been made to support the growth in this subgroup. | 91.00 | 82.00 | 86.00 | 90.00 | 95.00 |
|--|-------|-------|-------|-------|-------|

English Learner Growth Percentile - Math

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data for this subgroup, we anticipate an increase in the National School Growth Percentile by 20% in SY18 and additional 10% SY19. Programmatic changes have been made to support the growth in this subgroup. | 63.00 | 31.00 | 36.00 | 40.00 | 45.00 |
|--|-------|-------|-------|-------|-------|

Diverse Learner Growth Percentile - Math

| | | | | | |
|----|---------|---------|------|------|------|
| NA | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |
|----|---------|---------|------|------|------|

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

| | | | | | |
|--|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will increase their National School Growth Percentile by 10% in SY18 and additional 7% SY19. | 56.00 | 63.00 | 70.00 | 75.00 | 80.00 |
|--|-------|-------|-------|-------|-------|

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

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 8% in SY18 and additional 8% SY19. | 63.00 | 74.00 | 80.00 | 85.00 | 90.00 |
|---|-------|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 9% in SY18 and additional 9% SY19. | 69.00 | 64.00 | 75.00 | 80.00 | 85.00 |
|---|-------|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data in growth percentile, we project that students will continue to increase their National School Growth Percentile by 8% in SY18 and additional 8% SY19. | 62.00 | 81.00 | 75.00 | 85.00 | 90.00 |
|---|-------|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | | |
|--|-------|---------|-------|-------|-------|
| Based on Chase's trajectory utilizing the SY18 MOY NWEA data for this subgroup, we anticipate an increase in ACCESS scores by 3.7% in SY18 and additional 3% SY19. | 28.90 | (Blank) | 55.00 | 58.70 | 60.00 |
|--|-------|---------|-------|-------|-------|

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. | 96.10 | 96.10 | 96.50 | 96.50 | 96.50 |
|--|-------|-------|-------|-------|-------|

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)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Use a systematic protocol to analyze current curriculum scope and sequence that will vertically and horizontally align ELA and Math

...then we see...

An increase in teacher collaboration that is focused on identifying curriculum gaps by aligning standards to prepare students to meet the expectations of CCSS and NWEA;

...which leads to...

All teachers utilizing the curriculum scope and sequence to build students academic skills within and across grade levels which will increase student engagement, address their individual needs, an increase in student On-Track performance, and prepare them for academic success as measured by NWEA and Amplify data.

Tags:

MTSS, English Learners, Dual Language, Differentiated instruction, World language, Depth of knowledge, Academic expectations, Curriculum maps, Instructional planning, Accountable talk, Common core state standards, Academic rigor, Multi tiered support systems, Instructional delivery, Cross curricular planning, Curriculum materials, On track data, Aligned curriculum

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

At the end of quarter 1, 3 ELA curriculum (English and Spanish) will be analyzed using a survey teachers to provide insight and to determine efficacy to drive purchase and/or replenish culturally relevant curriculum.

ILT, Teacher teams, administration

Jun 1, 2018 to Jul 1, 2018

Not started

English Learners, Dual Language, Resources, Ccss, Planning, World language, Curriculum maps, Vertical and horizontal alignment

By June 2020, teachers will using and revising protocols (as needed) for analyzing curriculum gaps (English and Spanish) and to align curriculum to all standards.

ILT, Teacher teams, administration

Jun 1, 2018 to Jun 26, 2020

Not started

MTSS, English Learners, Dual Language, Ccss, Curriculum maps, Protocols, Planning for instruction, Curriculum

On a five week cycle K-2, 3-5 teachers will review the pacing of scope and sequence during GLM to ensure students are on track.

ILT, Teacher teams, administration

Jul 1, 2018 to Jun 30, 2020

Not started

Math, Science, Curriculum Design, SEL, Social studies, Dual Language, Ela, Curriculum map, EL learners, Planning for instruction, On-track, Scope & sequence

By August 2018, teams will be establish , protocols in place, and common planning time secured to ensure that the curriculum is regularly analyzed and utilized cohesively among grade levels and vertically and horizontally. Planning times will reflect content teams, grade level teams, DHH, DL and EL teams.

Administration, ILT, teacher teams, DL, WL, ELPT

Jul 1, 2018 to Jun 30, 2020

On-Track

Math, Science, Technology, Teacher Teams/Collaboration, Dual Language, Ela, Aligned resources, World language, Ngss

At the beginning of SY19 & SY20, 100% of teacher will be provided support through professional development in the following: math curriculum, IEW, Fix It!, 3-8 ELA EngageNY, NGSS/STEAM in response to analysis of curriculum.

Teacher Teams,
Writing committee,
ILT, Administration

Apr 25, 2018 to
Jun 30, 2020

On-Track

Curriculum Design, Teacher Teams/Collaboration, Dual Language, Steam (science technology engineering arts and mathematics), Writing, Ngss, Math curriculum, Writing assessment, Ela curriculum

By June 2020, 100% of teacher teams will use protocols to analyze data at scheduled GLTs with the purpose of evaluating effectiveness of Tier 1 core instruction and curriculum. As a result, they identify and analyze problems, implement a plan, and evaluate their plan.

GLT, ILT, MTSS
coordinator,
administration

Jun 29, 2018 to
Jun 30, 2020

On-Track

Core Instruction, Curriculum Design, Dual Language, EI, Data analysis, Collaborative teachers, Curriculum mapping, Academic mtss

By June 2020, 80% of classrooms will have computer science integration (Google applications, coding,digital citizenship) across all content areas through the interaction of various technology platforms (Tynker, Code.org, Padlets).

Science committee

Jul 2, 2018 to
Jun 30, 2020

On-Track

Technology, Steam (science technology engineering arts and mathematics), Ngss, Computer science for all

Strategy 2

If we do...

Create a balanced assessment system through the analysis of NWEA (3-8), Amplify(K-2) data to align to standards that effectively measures the depth of student learning in ELA and Math.

&

Creating a grading practice k-8 that measures students mastery of academic standards that will inform instructional practices to reach all students..

...then we see...

assessments/progress monitoring tools that are aligned to content and curricular expectations that are clearly defined and/or measured;

&

grades that reflect an emphasis on grade level expectations and student growth;

...which leads to...

A 10% increase in K-2 reading BOY to MOY attainment and MOY to EOY attainment as measured by Amplify and a 7% increase in 3-8 reading attainment and an 8% increase in math attainment as measured by NWEA.

&

Teachers teams developing grade band (K-2, 3-5, 6-8) grading criteria, categories, and weights that will result in:
Grades that reflect quality and accuracy of varying levels of complexity in tasks, text, assessments, and student work toward grade level standards; align with standardized assessments (NWEA and Amplify); categories and weights of grades will communicate student performance.

Tags:
MTSS, English language learners, Curriculum alignment, Individualized instruction, Reflective practice, Balanced assessment and grading, Differentiated assessment, Diverse learners,

Area(s) of focus:
3

Action step

Responsible

Timeframe

Status

By June 2018 teachers will be surveyed to assemble multiple measures used to supplement district assessments, identify gaps in current screening, diagnostic and progress monitoring tools

AP, Union Delegate

Jun 1, 2018 to
Jun 29, 2018

Not started

Diverse Learners, Assessment, Dual Language, EI, Assessment policy, Multiple measures for screening, diagnosing, and progress monitoring, Gap analysis

| | | | |
|--|--------------------|------------------------------|-------------|
| By August 2018, a teacher from each grade band will review CPS Grading policies and current grading practices and developing school-wide grading policy/criteria document. This teacher team will develop a timeline for developing guidelines | AP, teacher teams, | Jun 18, 2018 to Aug 24, 2018 | Not started |
|--|--------------------|------------------------------|-------------|

Math, Science, Diverse Learners, Social studies, Dual Language, Ela, EI, Grading policy, Professional practice, Grading practices

| | | | |
|---|-------------------|-----------------------------|-------------|
| During BOY PD, August 2018, and mid-year, Feb. 1, 2019 teachers will engage in professional learning communities opportunities to explore literature/grade book samples that will support and/or revise school-wide grading criteria according to the guidelines for CPS teachers during BOY PD and Sept/Oct flex days. | AP, Teacher teams | Aug 28, 2018 to Feb 1, 2019 | Not started |
|---|-------------------|-----------------------------|-------------|

Math, Science, Diverse Learners, Professional Learning, Social studies, Ela, EI, Differentiation, Grading policy, Grading practices, Accommodations & modifications

| | | | |
|---|----------|------------------------------|-------------|
| During 1 GLT per month and during every 4th ILT meeting inventory and review the balance of formative and summative assessments in 100% of core instruction (math-ELA) Gradebook. During 1 GLT 100% of teachers will share a formative and summative assessment and discuss how the assessment measures the depth and breadth of student learning and/or monitors student progress to the standards being assessed | ILT, GLT | Aug 20, 2018 to Jun 28, 2019 | Not started |
|---|----------|------------------------------|-------------|

Math, Science, Social studies, Ela, Assessments, Progress monitoring, Formative assessment, Sped, Summative assessment, Specials, Differentiated assessment, Accommodations and modifications

| | | | |
|---|--------------------------|------------------------------|-------------|
| By August 2018, establish times and teams to develop common grade-level/ departmental assessments, school-wide assessment calendar, and a calendar of GLT meetings dedicated to the analysis of the assessments. By August 2018, Master calendar will include school-wide and district level assessment windows, GLT dates and flex day dates to analyze specific assessments, | Administration, ILT, GLT | Aug 24, 2018 to Jun 28, 2019 | Not started |
|---|--------------------------|------------------------------|-------------|

Math, Science, Diverse Learners, Social studies, Dual Language, Ela, EI, Assessments, Assessment design, Assessment data, Master calendar, Team collaboration, Data analysis protocol

| | | | |
|---|--|-----------------------------|----------|
| During content area GLT meetings 100% of teachers will analyze common assessment per quarter and create additional common assessments as needed | Administration, ILT and administration | Sep 4, 2018 to Jun 30, 2020 | On-Track |
|---|--|-----------------------------|----------|

MTSS, Math, Science, Diverse Learners, Social studies, Dual Language, Ela, Assessment data analysis, Assessment development, Assessment revision

| | | | |
|--|------------------|-----------------------------|----------|
| By November 2018, MTSS team, along with teachers who have identified students receiving interventions, analyze progress monitoring assessments to drive MTSS process to identify Tier 2 & 3 interventions. | MTSS coordinator | Apr 27, 2018 to Jul 1, 2019 | On-Track |
|--|------------------|-----------------------------|----------|

MTSS, Math, Diverse Learners, Dual Language, Ela, EI, Assessments, Data analysis, Intervention analysis, Mtss protocol, Tier 2&3

Strategy 3

If we do...

...then we see...

...which leads to...

| | | |
|---|---|---|
| Promote a culture focused on the importance of Continue to Promote a culture for all staff and students that reflects a shared belief in growth | Classroom culture that supports an increase in student AA; Students being reflective of and taking | A 10% decrease in behavior referrals to main office; Reduction of behavior incidents as measured |
|---|---|---|

mindset and the importance of learning; continue to convey high social and academic expectations; and continue to build structures that enable students to assume responsibility for behavior and learning.

responsibility in their own learning and social skill sets; students taking responsibility for goal setting and communicating these goals to parents; students assume leadership positions in peer mediation. and ownership of their work;

by Classroom Dojo; Student led parent conferences in grades 5-8; Increased use of immediate verbal and/or written feedback to students that promotes growth mindset via Classroom Dojo and weekly input of student progress/grades; an increase of students' On-Track for success and College and Career Readiness.

Tags:

MTSS, SEL, Dual Language, Culture of learning, Growth mindset, Ownership, WI, Expectation

Area(s) of focus:

2

| Action step | Responsible | Timeframe | Status |
|---|---------------------|------------------------------|-------------|
| <p>By November 2018, share with students the goal setting sheet, practice student led protocol for parent conferences (define student/teacher role during the conference).</p> <p>By end of semester 1, add onto list of strategies to use student self-assessment practices school-wide.</p> | SEL, GLT, Counselor | Aug 24, 2018 to Jun 28, 2019 | Not started |

Math, Ela, Student enrichment, Growth mindset, Service learning, Goal setting, Student led conferences, Self-assessment, Nwea data analysis

| | | | |
|--|---|-----------------------------|----------|
| <p>By September 2018, develop a calendar that will focus on 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> | SEL committee, ILT, academic committees, Counselor, administration, teacher leaders | Jul 2, 2018 to Jun 30, 2020 | On-Track |
|--|---|-----------------------------|----------|

Diverse Learners, SEL, Dual Language, Academics, EI, Growth mindset

| | | | |
|---|-----------|-----------------------------|----------|
| <p>PATHS Curriculum- To be determined by need for additional SEL classroom instruction, added curriculum in addition to Second Step in a first grade classroom.</p> | Counselor | May 1, 2018 to Jun 30, 2020 | On-Track |
|---|-----------|-----------------------------|----------|

SEL, Growth mindset, Tier 2

| | | | |
|--|---|------------------------------|----------|
| <p>By September 2018, 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> | Behavioral Health Team, Counselor, teachers, administration | Jun 18, 2018 to Jun 28, 2019 | On-Track |
|--|---|------------------------------|----------|

MTSS, Diverse Learners, SEL, Accountability, Growth mindset, Behavior supports, Safety and order, Tier 2 & 3 interventions, Behavior referral analysis

| | | | |
|--|-----------|------------------------------|-------------|
| <p>By October 2018, establish procedures for sharing SEL data (ie, Behavior Referral Form data, results of needs assessments/surveys) with staff</p> | Counselor | Aug 20, 2018 to Jun 28, 2019 | Not started |
|--|-----------|------------------------------|-------------|

Behavior, Social emotional learning, Diverse learner

| | | | |
|---|--------------------------|------------------------------|----------|
| <p>By August 2018, plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations (ie 24), collaborative reading projects, science learning fairs, reading days, and service learning projects.</p> | Teacher teams, counselor | Aug 24, 2018 to Jun 30, 2020 | On-Track |
|---|--------------------------|------------------------------|----------|

Math, Science, Diverse Learners, SEL, Dual Language, Ela, EI, Growth mindset, School-wide activities, Student collaboration, Service learning projects

| | | | |
|---|-----------|------------------------------|----------|
| <p>By September 2018, edit current GLT minutes to reflect times and frequency teachers will provided training on Restorative practices for teachers (Restorative mindset, restorative language, classroom talking circles).</p> | Counselor | Aug 27, 2018 to Jun 30, 2020 | On-Track |
|---|-----------|------------------------------|----------|

Professional Learning, SEL, Restorative practices

| | | | |
|--|--------------------|-----------------------------|-------------|
| By December 2018, establish student goal setting and reflection framework Digital Copies for use with online collaboration and storage to be used by students in grades 5-8. | Technology teacher | Jul 2, 2018 to Jun 30, 2020 | Not started |
|--|--------------------|-----------------------------|-------------|

Technology, Student goal setting, Student led discussions and dialogue, Reflective practices

| | | | |
|---|---|------------------------------|-------------|
| During SIP days, November 2018 & February 2019, provide professional learning opportunities to develop 100% of teachers to increase the effectiveness of collaborating with colleagues by 25%; the goal of increasing instructional practices and that will lead to the increase of student enthusiasm and learning | SEL committee, Counselor, teachers, academic committees, teachers | Aug 20, 2018 to Jun 28, 2019 | Not started |
|---|---|------------------------------|-------------|

Math, Science, Technology, Diverse Learners, Professional Learning, Social studies, Dual Language, Restorative justice, Ela, El, Sped, Adult learners

| | | | |
|---|-----------|-----------------------------|-------------|
| By September 2018, develop a teacher/student/parent conference protocol that supports parent/student conferences. | Counselor | Jul 2, 2018 to Sep 28, 2018 | Not started |
|---|-----------|-----------------------------|-------------|

Parent involvement, Student ownership, Student led conferences

Strategy 4

If we do...

Provide and communicate engaging parent workshops that offer learning opportunities for shared responsibility in the academic, physical, and social-emotional development of their children and SEL success at Chase;

...then we see...

An increase of parent participation that is driven by interest in student academic success and a reduction of incentives for attending (i.e. out of uniform passes)

...which leads to...

100% parent registration (grades 1-8) for Parent Portal and Classroom Dojo;
A 25% increase of level I an/or level II parent volunteer approvals thorough Civicore;
An increase of parent viewing and responding to student on-track academic and social emotional growth (grades, Classroom Dojo.)

Tags:

SEL, Parental involvement, Parent portal, Parental engagement, Leadership opportunities

Area(s) of focus:

4

| Action step | Responsible | Timeframe | Status |
|---|------------------------|------------------------------|----------|
| By September 2018, a calendar will be established and communicated to all parents, which will reflect parent workshops dedicated for signing up for and using Parent Portal and provide access/PINs, Coivicore, Class Dojos | Technology Coordinator | Aug 20, 2018 to Apr 30, 2020 | On-Track |

Technology, Dual Language, Grading, Ela, Parental involvement, Student accountability, Parent workshop

| | | | |
|---|------------------|-----------------------------|-------------|
| Provide continuous informational sessions for parents to increase the understanding of the MTSS process | MTSS coordinator | Sep 4, 2018 to Jun 30, 2020 | Not started |
|---|------------------|-----------------------------|-------------|

MTSS, SEL, Academics, Parental involvement, Parent engagement, Parent workshops, Home/school collaboration

| | | | |
|---|-----------|-----------------------------|----------|
| TBD by Early Childhood, provide a space for Preschool parent workshops workshops (i.e. Nutrition/Wellness,, Developmental Reading and Math) | PreK Team | Jul 2, 2018 to Jun 30, 2020 | On-Track |
|---|-----------|-----------------------------|----------|

Math, SEL, Ela, Parent engagement, Parent involvement, Preschool, Health and wellness

By November 2018, provide 100% of parents a calendar that reflects workshops in ESL, cooking, technology, sewing, etc. and invite parent volunteers to lead sessions of interest and include these in the parent handbook.

Administration, ELPT, DL, WL

Aug 20, 2018 to Jun 30, 2020

On-Track

Parental engagement, Parental partnerships

Plan for a celebration around Heritage recognition (by October 2018), Mother's Day (April 2019) and invite families to enjoy cultural music and student performances

Administration, Teacher teams, DL, WL teachers

Aug 1, 2018 to Jul 1, 2019

Not started

Parental involvement, World language, Celebrations, Heritage

On a monthly basis, continue community outreach with flyers, technology, community events

Administration, DL, WL, Parent Liason

Jul 2, 2018 to Jun 30, 2020

On-Track

Technology, Workshop, Parent communication, Community outreach, Health and wellness

Complete a parent /family Needs assessment Survey to identify interests and needs by report card pick up November 2018

Counselor

Aug 13, 2018 to Nov 14, 2018

Not started

Parent engagement, Parent involvement, Needs survey

TBD - During 2018-19, Pilot the parent engagement curriculum, Abriendo Puertas/Opening Doors Project, using the popular education method to increase family connections within Chase by 50% of PreK parents: outcomes as families as learners, parent-child relationships, and families as advocates and leaders.

Pre-K Team Lead

Aug 13, 2018 to Jun 28, 2019

Not started

Parent engagement, Parent involvement, Parent advocacy

Action Plan

Strategy 1

NOT STARTED

At the end of quarter 1, 3 ELA curriculum (English and Spanish) will be analyzed using a survey teachers to provide insight and to determine efficacy to drive purchase and/or replenish culturally relevant curriculum."

Jun 01, 2018 to Jul 01, 2018 - ILT, Teacher teams, administration

Status history



NOT STARTED

Jun 06, 2018
Evidence
Minutes, survey

ON-TRACK

By August 2018, teams will be establish , protocols in place, and common planning time secured to ensure that the curriculum is regularly analyzed and utilized cohesively among grade levels and vertically and horizontally. Planning times will reflect content teams, grade level teams, DHH, DL and EL teams."

Jul 01, 2018 to Jun 30, 2020 - Administration, ILT, teacher teams, DL, WL, ELPT

Status history



ON-TRACK Jun 06, 2018
Evidence
Master calendar

ON-TRACK

At the beginning of SY19 & SY20, 100% of teacher will be provided support through professional development in the following: math curriculum, IEW, Fix It!, 3-8 ELA EngageNY, NGSS/STEAM in response to analysis of curriculum."

Apr 25, 2018 to Jun 30, 2020 - Teacher Teams, Writing committee, ILT, Administration

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
PD is continuous

ON-TRACK

By June 2020, 100% of teacher teams will use protocols to analyze data at scheduled GLTs with the purpose of evaluating effectiveness of Tier 1 core instruction and curriculum. As a result, they identify and analyze problems, implement a plan, and evaluate their plan."

Jun 29, 2018 to Jun 30, 2020 - GLT, ILT, MTSS coordinator, administration

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
DATA protocols, minutes, Minutes, Assessment data

ON-TRACK

By June 2020, 80% of classrooms will have computer science integration (Google applications, coding,digital citizenship) across all content areas through the interaction of various technology platforms (Tynker, Code.org, Padlets)."

Jul 02, 2018 to Jun 30, 2020 - Science committee

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
Lesson plans, Minutes, Assessment data

NOT STARTED

By June 2020, teachers will using and revising protocols (as needed) for analyzing curriculum gaps (English and Spanish) and to align curriculum to all standards."

Jun 01, 2018 to Jun 26, 2020 - ILT, Teacher teams, administration

Status history



Jun 6

NOT STARTED Jun 06, 2018
Evidence
Minutes, Assessment data

NOT STARTED

On a five week cycle K-2, 3-5 teachers will review the pacing of scope and sequence during GLM to ensure students are on track."

Jul 01, 2018 to Jun 30, 2020 - ILT, Teacher teams, administration

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

Minutes, Assessment data

Strategy 2

NOT STARTED

By August 2018, a teacher from each grade band will review CPS Grading policies and current grading practices and developing school-wide grading policy/criteria document. This teacher team will develop a timeline for developing guidelines"

Jun 18, 2018 to Aug 24, 2018 - AP, teacher teams,

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

School-wide grading policy, grade distribution reports,

NOT STARTED

During BOY PD, August 2018, and mid-year, Feb. 1, 2019 teachers will engage in professional learning communities opportunities to explore literature/grade book samples that will support and/or revise school-wide grading criteria according to the guidelines for CPS teachers during BOY PD and Sept/Oct flex days."

Aug 28, 2018 to Feb 01, 2019 - AP, Teacher teams

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

School-wide grading protocols, agenda and minutes

NOT STARTED

During 1 GLT per month and during every 4th ILT meeting inventory and review the balance of formative and summative assessments in 100% of core instruction (math-ELA) Gradebook. During 1 GLT 100% of teachers will share a formative and summative assessment and discuss how the assessment measures the depth and breadth of student learning and/or monitors student progress to the standards being assessed"

Aug 20, 2018 to Jun 28, 2019 - ILT, GLT

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

Assessment calendar, assessments

NOT STARTED

By August 2018, establish times and teams to develop common grade-level/ departmental assessments, school-wide assessment calendar, and a calendar of GLT meetings dedicated to the analysis of the assessments. By August 2018, Master calendar will include school-wide and district level assessment windows, GLT dates and flex day dates to analyze specific assessments,"

Aug 24, 2018 to Jun 28, 2019 - Administration, ILT, GLT

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

Continuous review and/or revision of calendar to ensure teacher collaboration opportunities.

ON-TRACK

During content area GLT meetings 100% of teachers will analyze common assessment per quarter and create additional common assessments as needed"

Sep 04, 2018 to Jun 30, 2020 - Administration,ILT and administration

Status history



ON-TRACK

Jun 06, 2018

Evidence

Continuous review and/or revision of calendar to ensure teacher collaboration opportunities.

ON-TRACK

By November 2018, MTSS team, along with teachers who have identified students receiving interventions, analyze progress monitoring assessments to drive MTSS process to identify Tier 2 & 3 interventions."

Apr 27, 2018 to Jul 01, 2019 - MTSS coordinator

Status history



ON-TRACK

Jun 06, 2018

Evidence

Trackers, Mastery connect data

NOT STARTED

By June 2018 teachers will be surveyed to assemble multiple measures used to supplement district assessments, identify gaps in current screening, diagnostic and progress monitoring tools"

Jun 01, 2018 to Jun 29, 2018 - AP, Union Delegate

Status history



NOT STARTED

Jun 06, 2018

Evidence

Assessment calendar, developed assessments,

Strategy 3

NOT STARTED

By November 2018, share with students the goal setting sheet, practice student led protocol for parent conferences (define student/teacher role during the conference). By end of semester 1, add onto list of strategies to use student self-assessment practices school-wide."

Aug 24, 2018 to Jun 28, 2019 - SEL, GLT, Counselor

Status history



NOT STARTED

Jun 06, 2018

Evidence

Sign in Sheets

ON-TRACK

By September 2018, develop a calendar that will focus on 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."

Jul 02, 2018 to Jun 30, 2020 - SEL committee, ILT, academic committees, Counselor, administration, teacher leaders

Status history



ON-TRACK

Jun 06, 2018
Evidence
SEL calendar, Second Step pacing,

ON-TRACK

PATHS Curriculum- To be determined by need for additional SEL classroom instruction, added curriculum in addition to Second Step in a first grade classroom."

May 01, 2018 to Jun 30, 2020 - Counselor

Status history



ON-TRACK

Jun 06, 2018
Evidence
Reduction in behavior referrals

ON-TRACK

By September 2018, 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)."

Jun 18, 2018 to Jun 28, 2019 - Behavioral Health Team, Counselor, teachers, administration

Status history



ON-TRACK

Jun 06, 2018
Evidence
referral protocols, minutes, action items

NOT STARTED

By October 2018, stablish procedures for sharing SEL data (ie, Behavior Referral Form data, results of needs assessments/surveys) with staff"

Aug 20, 2018 to Jun 28, 2019 - Counselor

Status history



NOT STARTED

Jun 06, 2018
Evidence
Data sharing tool

ON-TRACK

By August 2018, plan and schedule school-wide activities that promote a growth mindset, such as math and reading themed celebrations (ie 24), collaborative reading projects, science learning fairs, reading days, and service learning projects."

Aug 24, 2018 to Jun 30, 2020 - Teacher teams, counselor

Status history



ON-TRACK Jun 06, 2018
Evidence
Calendar

ON-TRACK

By September 2018, edit current GLT minutes to reflect times and frequency teachers will provided training on Restorative practices for teachers (Restorative mindset, restorative language, classroom talking circles)."

Aug 27, 2018 to Jun 30, 2020 - Counselor

Status history



ON-TRACK Jun 06, 2018
Evidence
Agendas

NOT STARTED

By By December 2018, establish student goal setting and reflection framework Digital Copies for use with online collaboration and storage to be used by students in grades 5-8."

Jul 02, 2018 to Jun 30, 2020 - Technology teacher

Status history



NOT STARTED Jun 06, 2018
Evidence
Goal setting and reflection templates

NOT STARTED

During SIP days, November 2018 & February 2019, provide professional learning opportunities to develop 100% of teachers to increase the effectiveness of collaborating with colleagues by 25%; the goal of increasing instructional practices and that will lead to the increase of student enthusiasm and learning"

Aug 20, 2018 to Jun 28, 2019 - SEL committee, Counselor, teachers, academic committees, teachers

Status history



NOT STARTED Jun 06, 2018
Evidence
minutes, teacher team product

NOT STARTED By September 2018, develop a teacher/student/parent conference protocol that supports parent/student conferences."

Jul 02, 2018 to Sep 28, 2018 - Counselor

Status history



NOT STARTED Jun 06, 2018
Evidence
Protocol sheet

Strategy 4

NOT STARTED

Plan for a celebration around Heritage recognition (by October 2018), Mother's Day (April 2019) and invite families to enjoy cultural music and student

performances"

Aug 01, 2018 to Jul 01, 2019 - Administration, Teacher teams, DL, WL teachers

Status history



Jun 6

NOT STARTED Jun 06, 2018
Evidence
Events, flyers

ON-TRACK
By September 2018, a calendar will be established and communicated to all parents, which will reflect parent workshops dedicated for signing up for and using Parent Portal and provide access/PINs, Coivicore, Class Dojos"

Aug 20, 2018 to Apr 30, 2020 - Technology Coordinator

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
Sign in sheets, parent volunteer report from Civicore, parent portal report

ON-TRACK
By November 2018, provide 100% of parents a calendar that reflects workshops in ESL, cooking, technology, sewing, etc. and invite parent volunteers to lead sessions of interest and include these in the parent handbook."

Aug 20, 2018 to Jun 30, 2020 - Administration, ELPT, DL, WL

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
Calendar dates, enrollment forms

ON-TRACK
TBD by Early Childhood, provide a space for Preschool parent workshops workshops (i.e. Nutrition/Wellness, Developmental Reading and Math)"

Jul 02, 2018 to Jun 30, 2020 - PreK Team

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
Flyers, sign in sheets

ON-TRACK On a monthly basis, continue community outreach with flyers, technology, community events"

Jul 02, 2018 to Jun 30, 2020 - Administration, DL, WL, Parent Liason

Status history



Jun 6

ON-TRACK Jun 06, 2018
Evidence
Robocall script, website updates

NOT STARTED

Provide continuous informational sessions for parents to increase the understanding of the MTSS process"

Sep 04, 2018 to Jun 30, 2020 - MTSS coordinator

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

PAC agenda, BAC agenda

NOT STARTED

Complete a parent /family Needs assessment Survey to identify interests and needs by report card pick up November 2018"

Aug 13, 2018 to Nov 14, 2018 - Counselor

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

Survey results

NOT STARTED

TBD - During 2018-19, Pilot the parent engagement curriculum, Abriendo Puertas/Opening Doors Project, using the popular education method to increase family connections within Chase by 50% of PreK parents: outcomes as families as learners, parent-child relationships, and families as advocates and leaders."

Aug 13, 2018 to Jun 28, 2019 - Pre-K Team Lead

Status history

Jun 6

NOT STARTED

Jun 06, 2018

Evidence

Calendar, agenda, sign in sheets

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

--The principal and the committees of the various parent groups will plan and facilitate parent meetings and/or workshops (ESL, Sewing, library maintenance, technology, CPR) which are held in Parent Room or School Library

--The principal will hold the Annual Title I Informational Parent meeting on September 13, 2018 @ 3:30 pm and the Title I, Part A Advisory Council (PAC) Organizational Meeting on September 13, 2018 @ 4:20 pm

--The chairperson of the Title I -PAC, BAC and other parent leaders plan the agendas and then run the various meetings. For 2018-2019, meetings take place at 3:30 pm after school as this time is more conducive to participation.

-- Title I -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.

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

--Chase has several parent groups besides those represented on the LSC. We have a BAC committee, parent patrol, Title I -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 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 and "highly qualified" PARA Professionals
- 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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

- 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
- Parents will be invited to attend the STEAM night and gain understanding about how the their child is learning with projects and assignments around STEAM
- The parent portal to Gradebook will be utilized, a direct link to this site is available on the Chase website.
- During BAC & Title I -PAC 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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

- Support and assist the BAC and Title I -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 Title I meetings, science fair, math night, literacy nights, Data nights, open house, report card pick-ups, STEAM night,
- Provide students and parents with academic goal sheets.
- Provide computer classes for parents to gain technology skills that assist/support their children.

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

- 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 021/parent room, computer lab and/or the library dependent on needs.
- The school counselor holds quarterly parent meetings in Library 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 training, 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 and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

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



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



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

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

N/A

School-Parent Compact

Complete

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

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 September 19, 2018.
- Report card pick-up: as scheduled 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
- Counselor meets individually with each parent/student to complete the GoCPS HS application to ensure students access all opportunities
- Administration & Teachers meet with parents of all failing students in benchmark grades to re-establish partnership and enforce strategies to support student performance
- 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.
- Dashboard is checked at minimum 2X/per week to identify students who are off track for grades and attendance
- Administration, counselor, clerk and Teachers send notes, emails, and make telephone contact with parents to seek parental support in getting students "on-track"
- 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.
- Administration & counselor schedule appointments with parents to engage in partnership to support students as needed

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

- 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 children. In addition, we hold a Data Night where parent's visit the school to understand the school's overall data which includes the effects 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 Title I 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 Title I-PAC, BAC and other school meetings parents are asked to participate in decisions regarding 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Chase School Budget will be approved by the LSC during a Special Meeting to Approve the Budget & CIWP for SY2019 and the Mandated Title 1 Parent Involvement Funds will be ratified by the PAC during the scheduled meeting on 05/9/2018.

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

| Account(s) | Description | Allocation | |
|-----------------|---|------------|-----|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ 404 | .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. | \$ 800 | .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 336 | .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order | \$ 500 | .00 |

after service is rendered (NO CHECKS ARE ALLOWED)

54505 **Admission and Registration Fees, Subscriptions and memberships**

| | | |
|----|-----|-----|
| \$ | 370 | .00 |
|----|-----|-----|

For Parents use only.

<p>54205</p>**Travel**

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

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.

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

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|

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

<p>53510</p>**Postage**

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|

Must be used for parent and family engagement programs only.

53306 **Software**

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|

Must be educational and for parent use only.

55005 **Furniture and Equipment**

| | | |
|----|---|-----|
| \$ | 0 | .00 |
|----|---|-----|

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