

Eliza Chappell Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/30/2020	Special Education Teachers, Principal	Review of Vision Portal Data
02/04/2020	All Staff (Team Meetings), Principal	Review of Vision Portal Data
03/04/2020	ILT Meeting, Principal, Assistant Principal	Preparation of Data for SEF Responses
04/23/2020	Gillis, Lichtenberg, Taylor, Van Thuyne	School Excellence Framework: MTSS
04/24/2020	Lichtenberg, Puchalski, Zalar	School Excellence Framework: Leadership for Continuous Improvement
04/24/2020	Bitterman, Casia, Lichtenberg, Reschke	School Excellence Framework: Curriculum
04/24/2020	Goerges, Lichtenberg, Mangawan, McKee, Young	School Excellence Framework: Family & Community Engagement
04/27/2020	Lichtenberg, Puchalski, Young, Zalar	School Excellence Framework: Structure for Continuous Improvement
04/27/2020	Bitterman, Casia, Lichtenberg, Reschke, Van Thuyne	School Excellence Framework: Transitions to College & Career, Student Voice,
04/27/2020	Bitterman, Casia, Lichtenberg, Reschke, Van Thuyne	School Excellence Framework: Instruction
04/27/2020	Bitterman, Casia, Gillis, Lichtenberg, Puchalski, Zalar	School Excellence Framework: Relational Trust & Physical & Emotional Safety
04/28/2020	All CIWP Team	Priorities and Strategies

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** The Chappell Leadership team revisits the vision and collaborates on REACH throughout the school year in Teacher Team Meetings. REACH is used solely for professional growth and teaching practices. All Chappell students engage in School-wide PBIS expectations driven by our vision that are enhanced through our use of the Peace Path, Calm Classroom, and Second Step. The Instructional Leadership team helps coordinate and listen to teacher requests to provide teacher-led professional development. With the ILT, teachers have autonomy to select curriculum and supplement as necessary to engage students. Examples of recent presentations were given to help coordinate math instruction, use TouchMath, and improve our co-teaching model at Chappell. Chappell teachers are engaging in weekly tech talks in teacher-directed small groups of various grade levels, content areas, and ability levels to prioritize technology professional development over quarantine. The leadership team directs teachers towards resources and/or teacher experts in the building to solve problems. Positive contributions of students, staff, school teams, community members and leadership are evident in Chappell's morning announcements, the Chappell website, through the Friends of Chappell parent group, school bulletins sent through the mail, weekly staff bulletins, Principal's reports to the LSC and minutes from BAC/PAC meetings to all help notify and engage stakeholders to build community.
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Chappell teachers engage in ongoing inquiry throughout the school year in ILT, team meetings and all staff meetings. We review 5-Essentials survey data to create action steps, review NWEA data and break down areas of needs. Teachers engage in tech talks which are teacher-led to enhance learning. Based on periodic feedback from REACH, teachers, and stakeholders, Chappell has engaged in professional development around Co-Teaching, Calm Classroom, TouchMath, Peace Path, GoMath, Amplify Reading & Science, and surrounding our Sexual Health Curriculum. To prepare for the school year, schedules are built according to those guidelines and just revisited to further address the needs of our Special Education students. Hiring of positions has included a committee with a variety of stakeholders: enrichment teachers, early elementary, upper elementary, middle school and special education teachers. The Hiring Committee visits CPS Job Fairs as needed. The leadership team strategically pairs new teachers with veteran teachers to help and build community. Additionally, the leadership team builds community and leadership within Chappell to feel valued and build community. Teachers are given a preference sheet to choose placement next school year to encourage a positive school climate. The principal reports to the LSC and LSC concerns are shared at team meetings. Art & World Language work and decorations are evident throughout the building. The main entrance is welcoming, well labeled and brightly lit. Each classroom teacher has their own bulletin board updated monthly with student work. PBIS behavior expectations posted in hallways, cafeteria, classrooms, bathrooms with visuals. Calm Classroom is posted in every classroom.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Chappell is rated overall on the 5-Essentials Survey as "VERY STRONG" for Ambitious Instruction. This includes a strong rating overall in reading and math

instruction. Chappell is a World Language School which means students from Kindergarten to 8th grade receive Spanish instruction either as a native speaker or as a second language learner. A priority of the Chappell School library and bookroom is to provide culturally relevant texts to students of all backgrounds. Social Studies curriculum is mapped to include the cultures, traditions, history and language of the students of Chappell. The bookroom is organized by lexile level for all teachers to access. Bookroom has a dedicated section for native language reading materials. Spending prioritizes purchasing high quality reading materials over text books. Chromebooks are available for grades 4-8 and iPads for K-3. Classroom teachers collaborate with the Bilingual coordinator to obtain native language resources including Rosetta Stone for newcomers. Chappell staff partner with various organizations to further our curricular goals including: Gardeneers, Playworks (coaching and SEL), the Illinois Holocaust Museum, the Cook County Farm Bureau and more. We integrate SEL practices throughout our day with the support of Second Step, Peace Path, Calm Classroom and Playworks. Chappell's curriculum is identified, discussed, and monitored by the Instructional Leadership Team's bimonthly meetings. Teachers meet with the Principal weekly to identify, discuss and monitor curriculum.

- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Chappell creates a culture that reflects high expectations and perseverance through a variety of school-wide initiatives. Our entire school engages in Accountable Talk which encourages students to engage in frequent discussions to hold each other accountable for their words. Our teachers are also engaging in professional development for what we are calling CMC time or "Constructing Mathematical Conjecture" to bring more discussions to our math classrooms. According to the 5-Essentials Survey, Chappell was rated as "Very Strong" in the category of Ambitious Instruction. Our remote learning programs have continued to foster student interest and commitment in their learning. When in school, student voice/choice in WIN period based on NWEA/DIBELS Goals. Students are grouped based on academic needs to address mastery of Common Core Standards in every classroom. We have a variety of supports in the classroom including intentional regroupings, but additionally have our WIN period (or "What I Need" Period) to address misconceptions from class time. We additionally provide Tier 2/Tier 3 support to students who continue to struggle. The Bilingual Coordinator and EL teacher team work together to monitor curriculum and address the needs of individual students.
- 3 - Balanced Assessment and Grading

- 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 4 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
- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teachers use a variety of formative assessment tools, such as RAZKids (K-5 fluency and reading comprehension), Everyday Math standards chart (K-6 grade level math expectations), Amplify Fractions (2-8 fractions mastery), Words Their Way (spelling patterns and Greek/Latin roots), ReadWorks and Newsela (2-8 reading comprehension), Study Island (K-8 math skills), and IXL (PreK-8 math, reading, writing, language, science, and social studies skills). All of these tools identify areas of relative strength and need for each individual student. In kindergarten through 5th grade, the Comprehension Toolkit builds in numerous opportunities and strategies for teachers to check for student understanding. All of these formative assessments inform teacher's flexible groupings in the classroom and inform grades that are not reliant on end-of-unit tests. For example, guided reading groups are based on students' instructional levels, and math flexible groups are based on mastery of lesson objectives. These groupings then lead to accommodated assessments (differentiated reading levels, additional supports or different complexity of numbers on math questions, etc.) Grade-level meetings regularly review student data, including performance on the NWEA, IAR, and shared content area assessments. At the beginning of the year, teachers collaborate with teachers in the grades above and below them to look at IAR results. Teachers identify specific standards that were not mastered in the previous year, and shift their practice to focus more on those standards. Classroom teachers and special education co-teachers collaborate and work together to ensure students are meeting the lesson's objective, and will modify lessons and activities based on individual student needs. This includes both specific modifications and accommodations stated in students' IEPs and individualized supports for all students based on teacher observation and other formative assessments. Students are given choices in the types of projects they complete, for example selecting a science fair experiment or using a menu of format choices for a library project. ILT, interventionists, and grade-level teams identify specific areas of need for groups of students and whole classes and then

make adjustments to lessons and interventions to improve student outcomes. Teachers make these decisions based on their own observations and assessments, as well as several diagnostic tests tied to intervention programs (e.g. IXL). Teachers constantly adjust instruction based on their own progress monitoring and the built-in progress monitoring tools available on most of the online intervention platforms. The MTSS team discusses individual students that may need additional supports, identifying areas of need and strength for more targeted interventions. All assessments are accommodated for ELs and DLs (e.g. different levels of text complexity, word banks, highlighted key terms, glossaries, sentence starters, graphic organizers, translations, and opportunities to answer orally or in another modality). Additionally, EL and DL students are offered extended time and small group testing settings when appropriate. Instruction at Chappell reflects the key shifts in the content areas. In math, teachers have implemented Constructing Mathematical Conjectures time into their lessons, when students must develop a conjecture about math and then prove it using manipulatives and explanations in a discussion setting with their peers and teacher. In literacy, the EngageNY curriculum requires students to cite evidence from multiple sources and use it to support their arguments in writing. In science, the Amplify Science curriculum presents students with a phenomenon relevant to the real world that students must explore and understand like scientists. In social studies, teachers have done a deep dive into the Illinois Social Studies Standards to ensure vertical alignment. Assessment of ELs' academic language takes place in all content areas, such as during the CMC in math, the discussion in EngageNY, and during science fair presentations in science. Multiple groups of teachers (ILT, grade-level teams, co-teaching teams, and interventionists) collaborate and analyze student data regularly. This contributes to improving our shared assessment literacy and our ability to build assessments together. Grade level teams meet and share ideas about how to assess mastery across the content areas. For example, teachers collaborate on guided reading groups and instruction, using DIBELS and NWEA data as well as teacher observation and teacher-created assessments. Teachers align their expectations for science fair presentations, project based learning, and writing assignments. Teachers meet to discuss how best to accommodate lessons from Amplify Science and Everyday Math for their students. Co-teaching teams work together to assess student progress on a daily basis. Teachers collaborate to create shared grading expectations. The weighted percentages for grade categories are uniform by grade level. Teachers at the same grade level use the same rubrics for writing and other assignments. Teachers at all grade levels administer the No Excuse Spelling list to track student mastery of important words and spelling patterns. Teachers use Bloom's Taxonomy to create grade-wide objectives and assessments at different levels of difficulty and rigor. These assessments examine mastery of the same standard, but the tasks vary based on individual students' needs. The schoolwide grading system does not rate students for behavior or other non-academics. The "no kill zero" ensures that a single zero does not overly punish a student's grade. This replaces a zero with a 50%. Students are given multiple opportunities to revise and turn in work to make sure all students can master the standards. Teachers create objectives for their lessons and align their assessments to those objectives. In the future, we will continue to create and use shared assessments. We will include more assessments that measure the development of academic language.

- 4 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:** Chappell offers a variety of ways to transition into school by offering, monthly school tours, 7th and 8th grade orientations in August, a school-wide Curriculum Night for all grades in September, teaching and practicing of school-wide behavioral expectations through Positive Behavioral Incentives and Supports (PBIS), and also having coordinated WRAP meetings with Network representatives and other stakeholders when welcoming a student from a more restrictive environment. Chappell helps students transition during the school year by conducting weekly Student Intervention Team (SIT) meetings where student achievement and progress data are reviewed. This team (in coordination with the Behavioral Health Team) identifies and tracks all students receiving academic and SEL tiered interventions as well as monitoring the progress of transitioning EL students. Recommendations from the team influence the transition into or out of the tiered groups. Parents are notified of transitions by letter. Additionally, Chappell's attendance rate is generally good (95.2% in the 2018/19 SY). Our chronic absenteeism data is reviewed monthly to identify students who need more support. Attendance interventions include parent letter, parent conference, parent/student contract, and/or weekly small group sessions conducted by the school counselor. We help students transition from one grade

to another by hosting weekly teacher meetings that are designed to facilitate horizontal and vertical articulation. For their transition from elementary school to high school we use GoCPS as a research tool for grades 6 -8. The school counselor delivers whole class guidance lessons to grades 6 and 7 to inform and explore CPS program types and eligibility requirements. Chappell participates in the Grow Community High School Fair. We work with families to explore high school open houses and shadow day opportunities. The School Counselor conducts individual student/parent conferences for 8th grade high school exploration, application submission, and offer acceptance. A Google Classroom platform is used as the primary communication tool for 8th grade students and parents to relay all information and updates about the high school process. We have a strong partnership with Amundsen High School. Our students are invited to participate in selected homecoming activities and Amundsen high school students complete service hours at Chappell by delivering lessons to our students. Chappell uses the Expanded Naviance Curriculum for grades 6-8. This curriculum strengthens student self-awareness of strengths, skills, and preferences to make direct connections to career clusters and specific careers. Students are then able to work backward to explore postsecondary education choices and high school program options that will lead to the preferred career choice. Students explore the CPS CTE programs that are linked to career clusters. They engage in short and long-term goal setting that are used to ensure that students are on-track to meeting the eligibility requirements of the path they have chosen. Chappell provides equitable access to college preparatory curriculum with identified 6th grade students are given the opportunity to participate in an out-of-school pre-algebra program. These students may then take Algebra in 7th grade and Geometry in 8th grade if required exit exams are passed. 8th grade students are also able to take Algebra if they score appropriately on the screener. Chappell 5th and 8th grade students can participate in the Seal of Biliteracy test. The Naviance Curriculum (grades 6-8) is fully implemented where students develop an Individual Learning Plan (ILP) that tracks coursework, college and career assessments, and goal setting.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Chappell is on a positive trajectory for Student-Teacher Trust. We are up 12 points from last school year. Chappell uses trauma-sensitive programs such as our PBIS Positive Behavior Expectations which are integrated into the Chappell Shield. Our school counselor and student council have worked together to create a Peace Path for students to use to solve conflict on their own. We utilize Calm Classroom in all classrooms to help reduce stress and create a positive and supporting environment. We have a Playworks coach who coordinates activities for students to engage in during recess. Chappell teachers use the SecondStep Curriculum to teach social emotional skills to students. Additionally in Pre-K, we use the Kindness Curriculum. We utilize the "No-Nonsense Nurturer" approach to

focus on positive behavior at Chappell and have plenty of opportunities to work together to address student needs and identify students who are struggling to have a sense of belonging. We utilize surveys to identify students who do not feel they have a trusted adult. In grades 4-8, we have counselor-led small group for chronic absenteeism with focus on goal setting and positive habit learning. We utilize a Student-Intervention Team and have a Behavioral Health Team - social worker, psychologist and counselor available to address concerns through an SEL referral link. The team works together to come up with an action plan for intervention and progress monitoring. Other RSPs are available for student observations, classroom observations and consults as needed. Our administration uses Suite360 for restorative practices with a social emotional learning focus. Classrooms use peace Circles and restorative conversations. According to our 5-essentials survey, We received a score of 84% for Teacher-Teacher Trust which indicates a rating of "Very Strong." We have grade level meetings in which all participate. Co-teachers have common planning time. We have teacher-led tech teams for remote learning and also teacher-created videos to build community during remote learning. Teachers plan & collaborate using online lesson planning software. Teachers participate in ILT, Rochelle Lee (SEL & Academic Focus), EL teacher meetings, PPLC, and PPC to bring up issues and help to resolve them. Teachers work together to create a positive climate.

- 4 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Students study politics heavily in grades 7 and 8 - students learn about US History, the US Constitution, and Civics/Economics. Throughout early elementary students study politics through the lens of community, then Chicago, then Illinois and then the world. As a part of this instruction students learn about the process of participating in the electoral process and they explore what it means to be an informed voter. Students in grades 4-8 participate in a formal Student Council election process. 4th and 5th graders run for positions of class representative. Their campaign and voting process is contained within their homerooms. 6th -8th graders submit candidacy eligibility forms to students council advisors at the EOY preceding the SY they intend to run for office. Available offices are: Council Representatives, Vice-Presidents, Sergeant At Arms, and President. Eligibility forms require a statement of intent and endorsements from peers, staff, and parents. Candidates are chosen by an advisory panel. Campaigning begins at the BOY. Candidates create posters to hang throughout the building, make classroom visits, and deliver a campaign speech in assembly to all 4th-8th grade students. On election day, the student body votes in their classrooms using a google form. Teachers are encouraged to create the feel of a real polling experience (using booths, voter registration cards, etc.) The results of the election are announced school-wide, followed by an installation ceremony. Chappell uses NewsELA, ReadWorks, EngageNY, and Reparations Won in the intermediate and middle grades to facilitate discussions about current events. To

allow students to explore their beliefs and identities chappell utilizes a wide-range of tools including Talking/Peace Circles, Second Step curriculum for PreK-8, Naviance curriculum for grades 6-8, Kindness Curriculum for PreK classes and Sexual health training As evidence of student voice at Chappell, on the 2019 5-Essential survey, according to student response, Chappell's score for Student - Teacher Trust increased from 46 to 58, putting us in the upper end of the "Neutral" category. 86% of students agreed or strongly agreed that teachers listen to student ideas. This was an increase from 77% in 2018. Chappell students can also exercise their voice through the student council. Student council members span 4th to 8th grade. The full council primarily focuses on creating a positive school climate by coordinating events such as "spirit days". The student council participates in community outreach through conducting food and clothing drives, activities that show appreciation for first-responders, and activities that give emotional support to medically fragile persons. Council members in grades 6-8 comprise the Executive Council. This group meets weekly to gather and analyze student data to help inform the creation and implementation of school programming (incentive programs, quarterly assemblies, etc.) and parent-led events (Fall Carnival, Dance-a-thon, etc). A School Climate survey given to 3rd-8th grade students is used in conjunction with the 5-essentials Survey to identify potential areas of need that the council uses to work together to propose and advocate for solutions (yearly school-improvement project). Chappell offers a wide variety of extra-curricular activities before/after school that students can participate in to explore personal interests and develop non-academic skills. Some individual teachers at Chappell choose to create and implement a community outreach project with his/her class. It is up to the teacher to decide how the project is chosen and structured. The positive results of the projects are celebrated within the classroom but are not always shared with the whole school community.

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Chappell has schoolwide expectations "Be Safe. Be Respectful. Be Ready. Be Responsible." differentiated for different school settings. Chappell uses trauma-sensitive programs such as our PBIS Positive Behavior Expectations which are integrated into the Chappell Shield. Our school counselor and student council have worked together to create a Peace Path for students to use to solve conflict on their own. We utilize Calm Classroom in all classrooms to help reduce stress and create a positive and supporting environment. We have a Playworks coach who coordinates activities for students to engage in during recess. Chappell teachers use the SecondStep Curriculum to teach social emotional skills to students. Additionally in Pre-K, we use the Kindness Curriculum. In the 5-Essentials survey, 74% of teachers report that Help maintain discipline in the entire school, and not just their classroom. According to our School Climate Survey that we did in grades 3-8, 80% of them agree that teachers do as well. However, in the same survey, about 30% of students do not feel that they have a trusted adult in

the building to go to and talk. At Chappell, the counselor and AP collaborate with regards to almost all school safety and well-being issues. CPS-established protocols are followed and logged in dashboard. Our schoolwide expectations are evident in all transitions. Teachers pick up and walk students throughout the building. Teachers utilize classroom jobs and responsibilities to engage students in the process. Adults are stationed throughout the building and outside during arrival and dismissal to ensure a safe transition.

- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Teachers use "No-Nonsense Nurturer" techniques to focus on positive behaviors and teach what is the right way to do the expected behavior. Chappell teachers use data from 5-essentials and our school climate survey to address issues in the building along with discussions during our team meetings. We utilize Suite360 and restorative practices in disciplinary interactions to follow the IL SEL standards. Students and staff are encouraged to utilize our Peace Path process to repair relationships. We have a PPLC and PPC. The counselor and AP coordinate disciplinary measures and restorative practices. We utilize Suite 360 and restorative conversations to generate solutions and resolve conflicts. Parents are available on every step of the way with a menu of interventions following the Student Code of Conduct from CPS. We have very few out-of-school suspensions (2) and few in-school suspensions (15) to keep students engaged in the class activities. All incidents are logged when disciplinary actions are used in Verify to increase collaboration between counselor and AP. We still feel that our African American representation is still too high in representation and want to continue to address it. Suspensions are used as a last resort. We have the family of the students involved throughout the entire process.
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

- **Evidence:** Chappell is rated as “Very Strong” according to our 5-Essential Survey in the Involved Families category. Chappell puts on events for all families and community members including our Back to School Picnic, Meet and Greet, Curriculum Night, Winter Concerts, Spring Musical, Awards Ceremonies, NCLB - PAC (Parent Advisory Council), BAC - PAC (Bilingual Advisory Committee - Parent Advisory Council), Book Fair, Science Fair, as well as numerous clubs and activities with family outreach. Chappell also hosts family and student orientations for students in kindergarten and middle school. Chappell also partners with the Friends of Chappell, a parent organization, to put on a Fall Carnival, Fundraising Events and a Dance-A-Thon. Chappell partners with a variety of organizations to further our vision: Friends of Chappell, Working in the Schools (Rochelle Lee), Park Kids, Gardeneers, Agriculture in the Classroom, Dentistry for Kids, Bike Safety, Box Out Bullying, The NED Shows, and more. Parents volunteers throughout the school year in a variety of ways including, Holiday parties (Halloween, Valentines), Art Gala, a spring musical, and Field Day. Communications translated for bilingual families. The Chappell website posts important announcements with a translation link to reach more families. Chappell’s Bilingual Coordinator utilizes in-house staff to provide translations and use a CPS translation service. Chappell has had a school-wide push to have every parent on parent portal to access information and student grades. Parents are notified with a letter for Tier 2-3 updates. Chappell serves students from a wide variety of backgrounds including students in transitional housing. We partner with Lawrence Hall to provide a high quality learning environment.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Quality and Character of School Life: Physical and Emotional Safety	2
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Attendance overall and among students with IEPs.
Root Cause 1	Staff needs to research and develop proper procedures and tools to better communicate and address concerns.
Area of Critical Need 2	NWEA Growth in Math G3-8 for students with IEPs.
Root Cause 2	Newer staff members and parents need more resources, coordination and training to benefit students.
Area of Critical Need 3	NWEA Attainment in Math G2-8 for students with IEPs and EL students.
Root Cause 3	Newer staff members and parents need more resources, coordination and training to benefit students.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate We are choosing this metric because it has been an area of concern for many years and just shy of 96%.	Overall		96.00	96.20
	Students with IEPs		94.00	96.00
Vision: NWEA Growth G3-8 (Math) Large gap between overall and this subgroup.	Students with IEPs		46.00	56.00
Vision: NWEA Attainment G2-8 (Math) Large gaps between overall and these subgroups.	EL		52.00	70.00
	Students with IEPs		42.00	70.00
Vision: NWEA Attainment G2 (Math) Large gaps between overall and these subgroups.	Students with IEPs		48.00	72.00
	EL		57.00	72.00
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	educate parents and students about the impact of attendance on their future academic success and create an environment where students feel physically and emotionally safe
Then we see...	students and families prioritizing regular daily attendance and an increase in school connectedness
which leads to...	an increase in student attendance.
Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124)
Tags	OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> • (Not started) Research and develop different interventions and incentive programs to use with different tier groups. Tags: • (Not started) Identify materials to help education students and families about the importance of attendance. Tags: • (Not started) Plan BAC/PAC meeting to develop parent understanding of importance of attendance Tags: • (Not started) Plan parent orientation meetings for target groups to improve attendance. Tags: • (Not started) Develop a statement of gratitude for good attendance to promote feelings of connectedness and safety. Tags:

Strategy 2

If we do...	targeted improvement in identified weak areas in our instruction
Then we see...	an increase in engagement of students and families
which leads to...	an increase in student growth and attainment in NWEA Math.

Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124)
Tags	Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (On-Track) Identify professional development opportunities to foster vertical alignment of math instruction across grade levels Tags: • (Not started) Collaborate to create a mastery of math facts plan to share with parents at each grade level. Tags: • (Completed) Collaborate to identify resources (technology, print) to be used at each grade level to support learning. Tags: • (Completed) Allocate funds to provide professional development opportunities to staff about math instruction and purchasing resources Tags: • (Not started) Plan BAC/PAC meeting to develop parent math curriculum understanding Tags: • (Not started) Plan peer observations focused on CMC, Everyday Math, differentiation and grouping, Touchmath and technology integration. Tags: • (Not started) Plan afterschool programming to address subgroups struggling with math growth and attainment. Tags:

Strategy 3

If we do...	targeted research and development into technology
Then we see...	an increase in engagement of students and families
which leads to...	an increase in student growth and attainment in NWEA Math in grades 3-8 including our EL students and IEP students.

Budget Description	Local (115) Title I (332), II (353), III (356), Perkins (369), IDEA (220) External Grants/Foundation/In-kind(124)
Tags	CIDL: Digital Learning
Action steps	<ul style="list-style-type: none"> • (On-Track) Identify technology-related professional development opportunities to foster math instruction across grade levels Tags: • (Not started) Collaborate to identify technology resources to be used at each grade level to support learning. Tags: • (Completed) Allocate funds to purchasing technology resources Tags: • (Not started) Plan peer observations focused on CMC, Everyday Math, differentiation and grouping, Touchmath and technology integration. Tags:

Action Plan

Strategy 1

Not started Oct 05, 2020

Research and develop different interventions and incentive programs to use with different tier groups.

Aug 01, 2020 to Oct 31, 2020 - Principal, ILT, Counselor

Not started Oct 05, 2020

Identify materials to help education students and families about the importance of attendance.

Aug 01, 2020 to Oct 31, 2020 - Principal, ILT, Teachers

Not started Oct 05, 2020

Plan BAC/PAC meeting to develop parent understanding of importance of attendance

Aug 01, 2020 to Oct 31, 2020 - Principal, ILT, Teachers

Not started Oct 05, 2020

Plan parent orientation meetings for target groups to improve attendance.

Aug 01, 2020 to Oct 31, 2020 - Principal

Not started Oct 05, 2020

Develop a statement of gratitude for good attendance to promote feelings of connectedness and safety.

Sep 01, 2020 to Oct 31, 2020 - Counselor, Student Council

Strategy 2

On-Track Oct 05, 2020

Identify professional development opportunities to foster vertical alignment of math instruction across grade levels

May 01, 2020 to Sep 30, 2020 - Principal

Not started Oct 05, 2020

Collaborate to create a mastery of math facts plan to share with parents at each grade level.

May 01, 2020 to Sep 30, 2020 - Teachers

Completed Oct 05, 2020

Collaborate to identify resources (technology, print) to be used at each grade level to support learning.

May 01, 2020 to Sep 30, 2020 - Teachers

Not started Oct 05, 2020

Plan BAC/PAC meeting to develop parent math curriculum understanding

Jan 01, 2021 to Apr 01, 2021 - Principal, ILT, Bilingual Coordinator

Not started Oct 05, 2020

Plan peer observations focused on CMC, Everyday Math, differentiation and grouping, Touchmath and technology integration.

Dec 01, 2020 to Feb 28, 2021 - Principal, ILT

Not started Oct 05, 2020

Plan afterschool programming to address subgroups struggling with math growth and attainment.

Dec 01, 2020 to Feb 28, 2021 - Principal, ILT

Completed Oct 05, 2020

Allocate funds to provide professional development opportunities to staff about math instruction and purchasing resources

May 01, 2020 to Jul 01, 2020 - Principal

Strategy 3

On-Track Oct 05, 2020

Identify technology-related professional development opportunities to foster math instruction across grade levels

May 01, 2020 to Sep 30, 2020 - Principal

Collaborate to identify technology resources to be used at each grade level to support learning.

May 01, 2020 to Sep 30, 2020 - Teachers

Completed Oct 05, 2020

Allocate funds to purchasing technology resources

May 01, 2020 to Jul 01, 2020 -

Not started Oct 05, 2020

Plan peer observations focused on CMC, Everyday Math, differentiation and grouping, Touchmath and technology integration.

Dec 01, 2020 to Feb 28, 2021 -

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

A comprehensive needs assessment, based upon the achievement of students relative to state content and achievement standards is conducted each year in the fall. Teachers review the most current NWEA-MAP results and state IAR test results and develop lists of students who need Tier 2 and Tier 3 reading and math interventions. These Tier 2 interventions are scheduled during a 40-minute period scheduled with the homeroom teacher (daily in K-2, three times per week in 3-8) in what we call the "What I Need" or "WIN" period. While the teacher works with identified Tier 2 students in small groups or individually, other students work individually towards their own academic goals, set collaboratively with the teacher. Tier 3 intervention groups are held while other students attend the optional foreign language instruction three times per week with a specialist. Teachers progress monitor students in both Tier 2 and Tier 3 groups weekly. Students who are not making progress in Tier 2 are included in Tier 3 groups. Students who receive Tier 3 support and are not progressing are recommended to our Student Intervention Team (SIT), who makes recommendations for additional interventions and who may recommend a child for a Full Individual Evaluation (FIE) for special education services. Students are re-tested on the NWEA-MAP and Tier 2 and 3 groups are revisited in the second semester of the school year.

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

A comprehensive needs assessment, based upon the achievement of students relative to state content and achievement standards is conducted each year in the fall. Results from NWEA-MAP, REACH Performance tasks, Teaching Gold, Illinois Assessment of Readiness, Illinois Science Assessment, DIBELS/TRC and mClass Math are regularly reviewed and students are provided appropriate interventions to help them meet proficient and advanced levels of academic achievement. Students identified for extra learning support are recommended for Tier 2 and Tier 3 support in both reading and math. Targeted groups also (Special Education, English Language Learners) meet after school to receive additional support.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

A comprehensive needs assessment, based upon the achievement of students relative to state content and achievement standards is conducted each year in the fall. Teachers review the most current NWEA-MAP results and state IAR test results and develop lists of students who need Tier 2 and Tier 3 reading and math interventions. These Tier 2 interventions are scheduled during a 40-minute period scheduled with the homeroom teacher (daily in K-2, three times per week in 3-8) in what we call the "What I Need" or

"WIN" period. While the teacher works with identified Tier 2 students in small groups or individually, other students work individually towards their own academic goals, set collaboratively with the teacher. Tier 3 intervention groups are held while other students attend the optional foreign language instruction three times per week with a specialist. Teachers progress monitor students in both Tier 2 and Tier 3 groups weekly. Students who are not making progress in Tier 2 are included in Tier 3 groups. Students who receive Tier 3 support and are not progressing are recommended to our Student Intervention Team (SIT), who makes recommendations for additional interventions and who may recommend a child for a Full Individual Evaluation (FIE) for special education services. Students are re-tested on the NWEA-MAP and Tier 2 and 3 groups are revisited in the second semester of the school year. Tier 2, 3 support is offered, in addition to what a classroom teacher might do as a Tier 1 support, for all students, including students who may be considered "historically underserved."

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

A comprehensive needs assessment, based upon the achievement of students relative to state content and achievement standards is conducted each year in the fall. Teachers review the most current NWEA-MAP results and state IAR test results and develop lists of students who need Tier 2 and Tier 3 reading and math interventions. These Tier 2 interventions are scheduled during a 40-minute period scheduled with the homeroom teacher (daily in K-2, three times per week in 3-8) in what we call the "What I Need" or "WIN" period. While the teacher works with identified Tier 2 students in small groups or individually, other students work individually towards their own academic goals, set collaboratively with the teacher. Tier 3 intervention groups are held while other students attend the optional foreign language instruction three times per week with a specialist. Teachers progress monitor students in both Tier 2 and Tier 3 groups weekly. Students who are not making progress in Tier 2 are included in Tier 3 groups. Students who receive Tier 3 support and are not progressing are recommended to our Student Intervention Team (SIT), who makes recommendations for additional interventions and who may recommend a child for a Full Individual Evaluation (FIE) for special education services. Students are re-tested on the NWEA-MAP and Tier 2 and 3 groups are revisited in the second semester of the school year.

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

The Chappell principal only interviews candidates already vetted by the Chicago Public Schools. Interviews are only conducted with candidates who have the proper credentials for the position and credentials are verified with the Illinois State Board of Education. The administration reviews resumes and invites the candidates with strong backgrounds to interview. When possible, initial interviews are done using a team of teachers. The Initial interview uses the Haberman "Urban Teacher Selection" protocol; follow up interviews are more content-specific. The principal checks candidate references via an online protocol prior to hire.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

The school provides ongoing professional development to all teachers, principals, paraprofessionals and pupil service personnel. It is based upon identified needs as is often used as the first strategy (after student academic Tier 2, 3 interventions) to help teachers develop their pedagogical skill and address areas of relative weakness. Needs are identified by reviewing student achievement data and teacher observation data. Teachers can also request professional development to support their own individual

goals. Parents are surveyed each year in the fall and parent workshops are developed to address their requests and student needs.

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

Parents are surveyed each year in the fall and parent workshops are developed to address their requests and student needs. At Chappell we have offered a variety of workshops, including workshops on How to Help Your Child With Tests, Support Student Literacy Development, Breast Cancer Awareness, Internet Safety Awareness and Bullying Prevention.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Each year Chappell preschool and kindergarten teachers work together to develop activities to help children transition from preschool to kindergarten. A specific day is chosen and parents are notified. On that day, preschoolers spend the morning in a kindergarten classroom with the kindergarten teacher. The kindergarten students spend the morning with the preschool teachers. Preschoolers eat lunch in the cafeteria and have a recess period as "soon-to-be-kindergartners." In the summer prior to the start of the year, our parent group, The Friends of Chappell, organizes a summer evening "Play Date" at a local park for all new kindergartners. Teachers are invited to attend and refreshments are available. Kindergarten families are also invited to attend the schoolwide Back-to-School Block Party, a carnival-like event on the school grounds held one evening prior to the start of the school year. Finally, all students, including new kindergartners, are invited to a "Meet 'n Greet," held one afternoon the week prior to the start of school. Families can drop by, see the classroom, greet the teacher, and leave their school supplies in their cubbies.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Each spring, teachers are given the opportunity to come to consensus about academic assessments for the upcoming school year. This is done district-wide and is coordinated with input from the teachers' union. Guidelines are provided to help teachers understand which assessments are optional and which are required by the state.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

A comprehensive needs assessment, based upon the achievement of students relative to state content and achievement standards is conducted each year in the fall. Teachers review the most current NWEA-MAP results and state IAR test results and develop lists of students who need Tier 2 and Tier 3 reading and math interventions. These Tier 2 interventions are scheduled during a 40-minute period scheduled with the homeroom teacher (daily in K-2, three times per week in 3-8) in what we call the "What I Need" or "WIN" period. While the teacher works with identified Tier 2 students in small groups or individually, other students work individually towards their own academic goals, set collaboratively with the teacher. Tier 3 intervention groups are held while other students attend the optional foreign language instruction three times per week with a specialist. Teachers progress monitor students in both Tier 2 and Tier 3 groups weekly. Students who are not making progress in Tier 2 are included in Tier 3 groups. Students who receive Tier 3 support and are not progressing are recommended to our Student Intervention Team (SIT), who makes recommendations for additional interventions and who may recommend a child for a Full Individual Evaluation (FIE) for special education services. Students are re-tested on the NWEA-MAP

and Tier 2 and 3 groups are revisited in the second semester of the school year. Teachers are encouraged to reach out to the administration at any time to discuss any student who experiences difficulties in school.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

The administration develops a coordinated calendar each year. It includes events from all shareholders, including violence prevention programs, nutrition programs, cultural arts assemblies and dates for various parent workshops. The Instructional Leadership Team (ILT) also coordinates efforts of various groups and initiatives.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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

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

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. We anticipate the meeting to be held on September 11, 2020 (at 6:30 pm). At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the proficiency levels students are expected to meet. This is also reviewed regularly at NCLBPAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences. We anticipate that the NCLB/Title I PAC Organizational Meeting will be held on October 11, 2020 at 9:15 am.

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

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

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

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

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

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

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

The Annual Title 1/NCLB Informational Meeting is held in conjunction with Chappell's Curriculum Night each fall. At that meeting, parents are provided information about our Title 1 programs, including a description and explanation of the curriculum, the academic tools we use for assessment and the

proficiency levels students are expected to meet. This is also reviewed regularly at NCLB-PAC, BAC-PAC and LSC meetings, as well as at parent-teacher conferences

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

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

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

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

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

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

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

All school newsletters, notes, robo-calls and other communications are sent out in both English and Spanish. Upon enrollment, parents can choose the language they would prefer for their children's report cards. A list of available translators is posted in the lobby near the main office. The CPS Office of Language and Culture has also provided phone numbers for a translation service. Our school website can be translated into 30 different languages.

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> <p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>
<input checked="" type="checkbox"/> <p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>
<input checked="" type="checkbox"/> <p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) At Eliza Chappell Elementary School, a world language academy, we provide rigorous instruction based on the Common Core State Standards to all students in a supportive learning environment. This includes English Learners (ELs) and students with special needs. Together with parents and the community, our mission is to prepare all students to graduate from high school college or career-ready.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Chappell holds parent-teacher conferences at the end of the fall and spring quarters (November, March), in conjunction with the CPS calendar. Conferences are scheduled using volunteerspot.com. Morning, afternoon and evening times are available. Translators are available when necessary.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Chappell sends home report cards after each quarter (November, January, March, June). In addition, mid-term progress reports are sent hom. both items are in the child's home language. In addition, Chappell parents may sign up for the CPS Parent Portal, allowing them remote access and notification via the Internet to find out about a child's grades and attendance in real time. Teachers are encouraged to communicate regularly with parents between these formal reports, especially if a child's grades have gone down.

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

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

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

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

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

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

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

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

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

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

Parent Budget (Complete)

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

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

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$375.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$1124.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00