

Salmon P Chase Elementary School

2020-2022 plan summary

Team

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Jaime Militello	ILT- Family & Community Liaison	jrmilitello@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/16/2020	ILT- All members	SEF Rating
01/16/2020	GLT- All classroom Teachers	SEF Rating
01/23/2020	PAC Meeting - Parents & Community	SEF Rating & Priorities

Date	Participants	Topic
01/30/2020	LSC Meeting- Staff, Parents & Community	SEF Rating & Priorities
01/31/2020	Paraprofessional Staff	SEF Rating & Priorities

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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 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:** Teachers who seek out leadership opportunities are placed strategically based on interest and ability to support school initiatives. Teachers are also encouraged to participate in PD that is sought out or assigned to teachers based on their specific needs which are identified during REACH observations, GLT discussions, and data analysis. Principal and AP review lesson plans, assess student data, and discuss teacher observations to refine instruction and provide targeted PD to teachers. A revised mission and vision, based on STEAM designation, were discussed with and feedback solicited from all staff to gather feedback and support. School-wide PD is designed based on school-wide observation data, trends and key points across grade levels, as well as school priorities. Program Coherence: 74 (Strong)
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 3 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
- 4 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
- 3 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:** 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 improvement days. Teachers participate in regular STEAM professional learning opportunities to increase their knowledge base and implement STEAM into their daily instructional practice. Teachers are provided with whole staff and differentiated learning opportunities to develop their practice. GLT meetings are structured to ensure collaboration in both content area and grade level teams. 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 NGSS standards. 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 (STEAM, Literacy Night), Washington D.C. trip, and others. 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 increases 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' 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. STEAM Lab will be incorporated into the curriculum for all students K-8. STEAM-focused elective hour was introduced for grades 5-8. 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. Other current partnerships: Soccer for Success, Golden Apple, Communities in Schools, Museum of Science and Industry, The Big Green Chicago, Giordano Dance Company 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 is collected throughout the year to ensure program implementation fidelity that will inform purchases for further school years.

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
 - 3 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
 - 3 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 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:** 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 contribute to critical thinking. The curricula integrate 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 align 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 formative and summative assessments as well as NWEA MAP results 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 address 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 curriculum, 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. Year-long PD sequence is designed according to school priorities and staff needs.

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 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
 - 3 Provide students frequent, informative feedback
 - 3 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
 - 3 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:** 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. Achieve3000 is used for enrichment and support for students in grades 5-8th and we use 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 students' progress using the Math checklists and progress monitoring assessments. Some teachers are using high order levels of questioning. Teacher-student talk is being monitored to ensure students are being provided with opportunities to share their thoughts and understanding. Teachers scaffold content during instruction. 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 understanding 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. 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.

- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 3 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
 - 3 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
- 3 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
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** 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 address 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.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 3 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 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
 - 3 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:**

Quality and Character of School Life

- 4 - Relational Trust
 - 3 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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 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)
 - 4 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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)
 - 3 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:**

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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	4
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	3

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	Maintain NWEA Growth G3-8 (Math) Overall & EL
Root Cause 1	Teacher capacity to in the integration of STEAM in the Math curriculum is low. SY21 is our 1st implementation year of a STEAM integrated Math curriculum. Need to increase teacher capacity to deliver high quality STEAM integrated instruction.
Area of Critical Need 2	Attendance ALL
Root Cause 2	Lack interventions to build intrinsic student motivation to come to school. Lack of learning opportunities for parents to see/value the positive correlation between attendance and both Academic Learning & Social Emotional Well-being.
Area of Critical Need 3	5 Essentials- Parent Involvement in School subcategory
Root Cause 3	Lowest of the 3 three subcategories ratings (78% in SY19). Lack of high interest parental involvement opportunities.
Area of Critical Need 4	% of ASPEN Parent Portal Registration

Root Cause 4	Lack of opportunities for parents to get registration support for ASPEN parent portal.
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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: NWEA Growth G3-8 (Math) Our vision for this goal includes all students that are required to take the DWA but who may be at a disadvantage due to the lack of adequate English language acquisition. If we focus on providing improved EL supports we will see this group increase in their RIT performance on the EOY NWEA.	Overall		66.50	66.50
	EL		58.00	60.00
Vision: Attendance Rate Our vision for this goal is to improve our: 1) Students intrinsic motivation to come to school. 2) Parents belief in the positive correlation between attendance and both Academic Learning & Social Emotional Well-being	Overall		96.50	97.30
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey As a School we have been Well Organized for the last 5 years. As a school we are Well Organized for Involved Families but want to focus on the "Parent				84.00	87.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Involvement in School" sub category which is the lowest of the 3 three subcategories (78% in SY19). Parent involvement is a primary factor in Student learning and making this an area of focus is complimentary to the growth of our Academic, Attendance and Custom Goals.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
% of ASPEN Parent Portal Registration If we increase parent registration on the ASPEN Parent Portal we will increase parental participation in students Academic and Social Emotional learning through increased communication among our key school stakeholders (Students, Parents and Teachers).	7.00	8.60		15.00	20.00

Strategies

Strategy 1

If we do...	If we engage all teachers in the inquiry-based design learning process to promote integrated instructional practices through school-wide professional learning that ensures delivery of content according to the values of STEAM, instructional rigor, and opportunities for engagement for all learners
Then we see...	An increase in: 1) Integrated inquiry-based units and lessons across all content areas. 2) Student engagement and participation in cross-curricular, rigorous, integrated content that promotes learning in the STEAM disciplines
which leads to...	An increased percentage in students meeting NWEA growth goals in grades 3-8 students in reading from 68.9% to 70% and in math from 66.1% to 70% by the EOY SY22.
Budget Description	Fund 115- SBB & 000901 STEAM funds will be allocated to provide high quality Professional Development (PD) in in STEAM integration and Project Based Learning Units. Funds will be allocated to open PD buckets for Teacher PLC's to meet, Teacher Collaboration time for Curriculum Development and stipends to attend PD by in-house staff and outside providers. Funds will be allocated for instructional materials.

Tags	Curriculum, Instruction, STE(A)M Schools: Institutional Capacity (SSS3), Math: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Not started) During SY21 & SY22, 100% of teacher will be provided support through professional development in the following: Core content curriculum, STEAM Integration within core contents curricular units and SEL curriculum used. (SSS 1d, 2d, 4h,i,j,k) Tags:Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum • (Not started) By June 2021, 100% of classrooms will have STEAM integrated Units for all Core content areas. Tags:STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Teacher teams will establish norms, identify protocols and secure common planning for vertical and horizontal grade level analysis of curriculum integration, implementation and delivery. Planning times will reflect Tags:Structure for Continuous Improvement, MTSS: Curriculum & Instruction, STE(A)M Schools: Mission Driven Leadership (SSS1), Math: Rigorous Tasks, Math: Equitable Access • (Not started) STEAM Team and ILT will identify high quality resources and professional development opportunities to support teacher capacity building in STEAM-integration Tags:CIDL: Curriculum, MTSS: Curriculum & Instruction, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4) • (Not started) STEAM Team and ILT will create rubric for evaluation of effective STEAM-integrated unit planning to use for ongoing review of teacher-created units. Tags:MTSS: Curriculum & Instruction, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4)

Strategy 2

If we do...	Create an equitable and consistent grading system through the analysis of both normed assessments (NWEA & Amplify) and school-based assessments (formative and summative and including project based learning) that is based on student mastery of standards and if we identify curricular/learning gaps through regular student progress monitoring
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Then we see...	Aligned instruction and common assessments developed by a collaborative teaching community; dynamic instruction reflecting student needs in response to progress monitoring; and grades that accurately reflect learning
which leads to...	An increased percentage in students meeting NWEA growth goals in grades 3-8 students to 70% in both math and Reading by the EOY SY22; A 10% decrease in the number of students in ?red? and ?yellow? (intensive and strategic) in DIBELS/IDEL/TRC by EOY SY22; Increase number of students On-Track by 10%.
Budget Description	Fund 115- SBB & 000901 & SGSA- Funds will be allocated to provide high quality Professional Development (PD) in in STEAM integration and Project Based Learning Units and the assessments that go with these. Funds will be allocated to open PD buckets for Teacher PLC's to meet around quality, validity and reliability of assessments used, Teacher Collaboration to develop common assessments and plan instruction using assessment data to improve grading practices.
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> • (Not started) By June 2020 teachers will be surveyed to assemble multiple student measures/ assessments (screening, diagnostic and progress monitoring) to be voted on and used in SY2021 to identify CCSS mastery and gaps in student learning Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Assessment Plan Voting Procedures, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring • (Not started) Twice per quarter during GLT meetings teachers will share a formative/summative assessment and discuss validity and reliability of assessment. Every 4th ILT meeting members will review the balance of formative and summative assessments in 100% of core instruction student grades in ASPEN. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) MTSS team will analyze progress monitoring assessments and identify Tier 2 & 3 interventions to drive MTSS process. Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring • (Not started) Establish calendar for assessment, progress monitoring, and data analysis through GLT meetings and individual conferences. Ongoing

	<p>Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Determine and utilize protocols for analyzing data and student work during GLT meetings. Ongoing utilization in-line with established calendar <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
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Strategy 3

If we do...	Promote a collaborative culture focused on building trusting relationships and restorative practices among all staff and students and continue to build structures that provide opportunities to increase student voice and shared leadership. (SSS2a)
Then we see...	Increased student engagement; Increased sense of school community; Each student has at least 1 trusted adult in the school; Increased level of restorative conversations among staff and students; Increase in student-student peer mediation sessions
which leads to...	Increase in attendance rate by 1.7% at EOY2022. Increase the Supportive Environment domain of the 5Essentials survey from XX in 2019 to XX in 2022. Decrease behavior referrals by 10% at EOY2022
Budget Description	Fund 115- SBB & SGSA funds to provide high quality Professional Development (PD) around SEL instructional and behavioral practices . Funds will be allocated to open PD buckets for Teacher PLC's to meet. Buckets will opened for teachers to facilitate out of school time student engagement/enrichment opportunities. Buckets for teachers to participate in team building/SEL PD opportunities. 332 Parent Engagement funds will used to create high interest learning opportunities for parents.
Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, SSCE: Student Voice, SSCE: Inclusive Systems Structures
Action steps	<ul style="list-style-type: none"> (Not started) By September 2019, develop a calendar that will focus on a cycle of teacher driven learning focused on elevating teacher practice in SEL instruction (Second Step implementation, embedding SEL competencies into all content areas), and promoting a growth mindset school wide. <p>Tags:OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, SSCE: Democratic Classrooms or Democratic Schools</p> <ul style="list-style-type: none"> (Not started) 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>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Develop a teacher/student/parent conference protocol that supports student led parent teacher conferences. <p>Tags:SSCE: Community Engagement</p> <ul style="list-style-type: none"> (Not started) Form Action Committee dedicated to instituting restorative practices and cultural relevance <p>Tags:Assessment: Curriculum Equity Initiative, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Identify and train students in peer mediation, begin regular implementation of peer mediation between students <p>Tags:OSEL: Supportive and Equitable Discipline Practices, SSCE: Student Voice</p>
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Strategy 4

If we do...	Integrate high-interest student driven STEAM enrichment opportunities for all students during the school day and out-of-school that engage students, parents and the community.
Then we see...	1) Increased student engagement during the school day and increased student/parent participation during out-of-school activities/events. 2) Students and parents will develop positive STEAM identities
which leads to...	Increase in attendance rates by 1.7% by EOY2022; Increase out-of-school-time student participation by 20%; maintain well organized rating for 5 Essentials family engagement
Budget Description	Fund 115- SBB & STEAM funds to purchase materials for STEAM Student learning activities during school and out of school time. Funds will be allocated to open Buckets for teachers to facilitate out of school time student engagement/enrichment opportunities. Buckets for teachers to participate in STEAM related Family Events after school. 332 Parent Engagement funds will used to create high interest learning opportunities around STEAM for parents.
Tags	Arts Education: Embedding the Arts School-Wide, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: School Structures & Culture (SSS2)
Action steps	<ul style="list-style-type: none"> (Not started) Establish calendar will be established and communicated to all parents, which will reflect parent workshops dedicated for signing up for and using Parent Portal/Aspen and provide access/PINs, Coivicore, Class Dojos <p>Tags:FACE2: Parent Engagement</p>

	<ul style="list-style-type: none"> • (Not started) Include STEAM activities at all parent meeting and school events to allow for parent-child relationship and participation to deepen the understanding of STEAM. <p>Tags:STE(A)M Schools: Family & Community Engagement (SSS7)</p> <ul style="list-style-type: none"> • (Not started) Survey students, teachers, and families to determine high-interest activities and events. This will inform opportunities offered for student electives, school-wide events, PAC/BAC meetings <p>Tags:STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: School Structures & Culture (SSS2)</p>
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Action Plan

Strategy 1

During SY21 & SY22, 100% of teacher will be provided support through professional development in the following: Core content curriculum, STEAM Integration within core contents curricular units and SEL curriculum used. (SSS 1d, 2d, 4h,i,j,k)

Sep 07, 2020 to Jun 01, 2022 - ILT, Admin, STEAM Coord, PLC leads

By June 2021, 100% of classrooms will have STEAM integrated Units for all Core content areas.

Sep 07, 2020 to Jun 01, 2021 - ILT, Admin, Teacher Teams, STEAM Coord, PLC leads

Teacher teams will establish norms, identify protocols and secure common planning for vertical and horizontal grade level analysis of curriculum integration, implementation and delivery. Planning times will reflect

Aug 24, 2020 to Oct 01, 2020 - Teacher teams (GL & Content), ILT, Admin

STEAM Team and ILT will identify high quality resources and professional development opportunities to support teacher capacity building in STEAM-integration

Aug 24, 2020 to Sep 30, 2020 - ILT, Admin, STEAM Team

STEAM Team and ILT will create rubric for evaluation of effective STEAM-integrated unit planning to use for ongoing review of teacher-created units.

Aug 24, 2020 to Oct 01, 2020 - ILT, Admin, STEAM Team

Strategy 2

By June 2020 teachers will be surveyed to assemble multiple student measures/ assessments (screening, diagnostic and progress monitoring) to be voted on and used in SY2021 to identify CCSS mastery and gaps in student learning

May 11, 2020 to Jun 18, 2020 - Admin, Teacher Teams, Union Delegate

Twice per quarter during GLT meetings teachers will share a formative/summative assessment and discuss validity and reliability of assessment. Every 4th ILT meeting members will review the balance of formative and summative assessments in 100% of core instruction student grades in ASPEN.

Sep 07, 2020 to Jun 17, 2021 - Admin, GLTs & ILT

MTSS team will analyze progress monitoring assessments and identify Tier 2 & 3 interventions to drive MTSS process.

Sep 07, 2020 to Jun 17, 2021 - MTSS Team & MTSS Coord

Establish calendar for assessment, progress monitoring, and data analysis through GLT meetings and individual conferences. Ongoing

Aug 24, 2020 to Jun 17, 2021 - MTSS Team & MTSS Coord, ILT

Determine and utilize protocols for analyzing data and student work during GLT meetings. Ongoing utilization in-line with established calendar

Aug 24, 2020 to Jun 17, 2021 - MTSS Team, ILT, Admin, GLTs

Strategy 3

By September 2019, develop a calendar that will focus on a cycle of teacher driven learning focused on elevating teacher practice in SEL instruction (Second Step implementation, embedding SEL competencies into all content areas), and promoting a growth mindset school wide.

Sep 07, 2020 to Jun 17, 2021 - SEL committee, ILT, academic committees, Counselor, administration, teacher leaders

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).

Sep 07, 2020 to Jun 17, 2021 - BHT, Counselor, teachers, Admin

Develop a teacher/student/parent conference protocol that supports student led parent teacher conferences.

Sep 07, 2020 to Jun 17, 2021 - Counselor, teachers, Admin

Form Action Committee dedicated to instituting restorative practices and cultural relevance

Aug 24, 2020 to Oct 01, 2020 - BHT, Admin, staff

Identify and train students in peer mediation, begin regular implementation of peer mediation between students

Aug 24, 2020 to Jun 17, 2021 - Counselor, Admin

Strategy 4

Establish calendar will be established and communicated to all parents, which will reflect parent workshops dedicated for signing up for and using Parent Portal/Aspen and provide access/PINs, Coivicore, Class Dojos

Sep 07, 2020 to Dec 01, 2020 - Technology Coordinator

Include STEAM activities at all parent meeting and school events to allow for parent-child relationship and participation to deepen the understanding of STEAM.

Sep 07, 2020 to Jun 17, 2021 - MSI Team, ILT Admin

Survey students, teachers, and families to determine high-interest activities and events. This will inform opportunities offered for student electives, school-wide events, PAC/BAC meetings

Sep 07, 2020 to Jun 17, 2021 - STEAM Team, Admin

Fund Compliance

ESSA Program

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. Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations
- b. Integrate tasks to draw on multiple standards
- c. Engage students with important conceptual ideas, not simply receiving knowledge, requiring students to engage in productive struggle
- d. Analyze models with students to build a vision of quality

e. Use protocols to collectively examine student work and reflect 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

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

At Chase we:

- a. Regularly monitor students' academic progress, incorporate multi-modal learning activities that support equitable access to content, and use progress monitoring data to trace effectiveness of interventions so all students can actively participate
- b. Make effective impromptu adjustments that individualize instruction when formative assessments show a need for intervention or enrichment
- c. Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions

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.

At Chase we:

- a. Plan culturally relevant, high quality, standards-aligned differentiated Tier 1 instruction in both academic and social and emotional learning
- b. Make learning goals relevant to students
- c. Scaffold instruction to ensure all students, including diverse learners and English learners, access complex texts and engage in complex tasks
- d. Provide instruction designed to develop language domains for English learners
- e. Create opportunities for students to make choices about texts, instructional materials and tasks
- f. Create opportunities for students to set academic and personal goals
- g. Create opportunities for students to provide input on how their learning will be evaluated
- h. Create opportunities for students to decide where they learn best, based on their strengths, interests, needs, and the current instructional task
- i. Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation
- j. Use materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic such as consumables that are often non-print supplies that promote active, hands-on learning

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).

- At Chase we
- a. Balances critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring students can read accurately and fluently
 - b. Provide curriculum with differentiated support, various points of access, and multiple exposures to content to ensure all students have opportunities to work with and engage in productive struggle with complex texts
 - c. Text collections include a balance of "mirrors and windows", texts in which students can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world
 - d. Include a variety of authors, providing diverse viewpoints reflective of the gender, racial, ethnic, and

socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections

e. Ensure equitable access for teachers and students to varied and flexible high quality, standards-aligned instructional materials and resources that are selected and adapted based on specific learning objectives and learner needs

f. Articulate language goals that are separate from and supportive of content goals recognizing that literacy - reading, writing and speaking - are essential ?learning tools? across the curriculum (disciplinary literacy).

g. Provide materials in English and native language for English learners

h. Ensure reference and resource materials are readily available, updated/upgraded in response to new understandings, and circulated throughout the school

i. Provide students and teachers with multimedia and embedded, just-in-time instructional material and supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) ? for conveying conceptual knowledge

j. Integrate technology, as appropriate, with students learning experiences

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

At Chase we:

a. Follow policies and implement procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified talent

b. Have a collaborative hiring team and process with clear selection criteria to identify and select best available candidates

c. Actively build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners)

d. Check candidates? previous performance at CPS schools and require a classroom lesson demonstration to assess expertise, philosophy, and commitment

e. Create a school-level induction plan that provides support and development around school specific goals and resources, and builds community among staff

f. Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague

g. Track retention rates and create a retention strategy based on teacher evaluations and informed by exit interviews

h. Engage all staff in a comprehensive evaluation process that uses interactive communication tools to facilitate self-reflection and inform professional growth

i. Create opportunities for growth, including opportunities for staff to assume additional leadership roles or pursue personal growth goals

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.

a. Use data to identify performance and practice gaps to inform a PL plan (e.g. coaching, peer learning opportunities, action research, etc.) that include both whole-staff and personalized to teachers' specific areas of need and professional growth goals

b. Research potential learning needs/opportunities and solicit feedback from staff, students, and families to inform PL plan

c. Design a PL plan relevant to the cultural and linguistic needs of students

d. Professional learning topics include social emotional learning, community-building, restorative and trauma-sensitive approaches, and supportive interventions

e. Encourage staff to broaden networks to bring new knowledge and resources to learning environment

f. Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill

g. Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards with formative assessments

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

-- 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, 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

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.

--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

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.

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.
improve and promote assessment literacy.
a. Work together on building common assessments within a department, course, or grade level team.
b. Invest resources in helping teachers evaluate and improve the quality of formative assessments such as the Assessment Design Toolkit.
c. Use common protocols and calibrate on scoring and grading in teacher teams.
d. Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.

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.

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. MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions.

MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3.

MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas.

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.

Communicate with families proactively and frequently about class and individual activities and individual student's progress:

a. Staff use a variety of strategies to communicate with families at least once a month (e.g., phone calls, newsletters, website, face to face). Communication strategies are tailored to affirm family culture and to support individual needs.

b. Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness

c. Provide a parent handbook and resources for families

d. School-based teams develop a proactive communication process for formally notifying parents/families when their child is assigned to receive Tier 2 and/or Tier 3 interventions.

Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision:

a. Make outreach efforts to engage community members as partners and resources

b. Coordinate work with a variety of community agencies to strengthen school climate and contribute to students' social and emotional development (e.g. out of school time partners, organizations that provide direct services within the school building, or community leadership organizations)

c. Monitor the impact of partner organizations' activity

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.

--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 ?, 2020 @ 3:30 pm and the Title I, Part A Advisory Council (PAC)

Organizational Meeting on September ?, 2020 @ 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 2020-2021, meetings take place at whatever 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 the their child and the school is progressing
- Individual student progress monitoring reports are sent home

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

- Chase has only "highly qualified" teachers 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 Aspen 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 Aspen 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 on Pi Day,
- 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, 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 second week of after school begins .
- 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 PAC 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 SY2021 and the Mandated Title 1 Parent Involvement Funds will be ratified by the PAC by scheduled a meeting when the new PAC is elected.

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.	\$0.00
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)	\$0.00
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 from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
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