

BACKGROUND INFORMATION

Chase Street Elementary School

Principal Name: Andrea Neher	School Address: 757 N. Chase Street•Athens, GA 30601
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Title I Budget Amount:

Vision Statement: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.

Mission Statement: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom and for every child

Core Beliefs: (1)Every child has the right to a well-rounded, rigorous curriculum that is research-based and data driven; (2) Students need to experience mutual respect in a secure and nurturing learning environment; (3) Families, educators, and the community must form a partnership to support the growth and development of each student; (4) Safe and orderly facilities are essential components of a high-quality educational experience;

Enter number and percentage of students for each of the identified student groups	Enter number of teachers for each of the identified student groups
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Student Groups	Enrollment #	Enrollment %	Student Funding Categories	Teachers #
<i>ALL</i>	580		<i>All</i>	<i>Enter #</i>
<i>Regular Education</i>	522	90.0%	<i>Regular Education</i>	<i>Enter #</i>
<i>Students with Disabilities</i>	58	10.0%	<i>Students with Disabilities</i>	<i>Enter #</i>
<i>English Learners</i>	24	4.1%	<i>English Learners</i>	<i>Enter #</i>
<i>Gifted Students</i>	144	24.8%	<i>Gifted Students</i>	<i>Enter #</i>
<i>EIP</i>	210	36.2%	<i>EIP</i>	<i>Enter #</i>

Student Race/Ethnicity	Enrollment #	Enrollment %
<i>African American</i>	194	33.4%
<i>Asian</i>	4	0.7%
<i>Hispanic</i>	48	8.3%
<i>White</i>	306	52.8%
<i>Two or More Races</i>	27	4.7%



Other Student Information (2017)	Enrollment #	Enrollment %
<i>Direct Certified Poverty Students</i>	175	30.2%
<i>Mobile Students</i>	77	13.3%

Overall Student Performance Data Trends	2014	2015	2016	2017
Overall CCRPI Score	81.1	92.2	94.2	89.5

Previous Zone Analysis used by SMART System (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
BLUE ZONE	80+	80+	65+	50+
GREEN ZONE	60-79	60-79	50-64	35-49
YELLOW ZONE	40-59	40-59	35-49	25-34
RED ZONE	< 40	< 40	< 35	<25

Median Percentile Zone Analysis used in this School Growth Plan (Sample)

	ELA-EOG % Proficient+	Math-EOG % Proficient+	Reading Inventory Lexile % Proficient+	Math Inventory Quantile % Proficient+
GREEN SHADED ZONE (Higher)	40%+	31%+	43%+	24%+
WHITE ZONE (Median Percentile)	39%	30%	42%	23%
RED SHADED ZONE (Lower)	38%-	29%-	41%-	22%-
Actual 2017-18	45%	32%	39%	21%
Actual 2016-17	32%	31%	42%	25%
Actual 2015-16	41%	27%	45%	24%

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED				
Chase Street Elementary School				
LITERACY GAP ANALYSIS				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	All Students	53.6%	71.8%	57.9%
2016-17	All Students	69.4%	69.0%	58.3%
2015-16	All Students	74.8%	73.0%	59.4%
Accountability Target	All Students	68.6%	50.4%	38.3%
Accountability GAP	All Students	-15.0%	21.4%	19.6%
Proficiency (100%) GAP	All Students	-46.4%	-28.2%	-42.2%
Change Over Time GAP	All Students	-21.2%	-1.2%	-1.6%
LITERACY STUDENT GROUPS DATA MATRICES				
	Student Group	Dibels Comp % At/Above GL	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above
2017-18	Female Students	52.6%	74.4%	58.6%
2016-17	Female Students	76.3%	69.0%	60.2%
2015-16	Female Students	47.4%	74.0%	
2017-18	Male Students	54.6%	69.5%	61.0%
2016-17	Male Students	61.5%	66.0%	56.8%
2015-16	Male Students	40.7%	72.0%	54.0%
2017-18	Students with Disabilities	41.7%	26.7%	17.9%
2016-17	Students with Disabilities	42.0%	32.0%	17.4%
2015-16	Students with Disabilities	33.0%	20.0%	27.3%
2017-18	English Learners	41.2%	20.0%	20.0%
2016-17	English Learners	53.0%	0.0%	25.0%
2015-16	English Learners	33.0%	NA	25.0%
2017-18	Gifted Students	89.0%	100.0%	96.3%
2016-17	Gifted Students	93.0%	100.0%	98.6%
2015-16	Gifted Students	86.0%	100.0%	96.4%
2017-18	Asian	100.0%	100.0%	100.0%
2016-17	Asian	100.0%	100.0%	100.0%
2015-16	Asian	NA	100.0%	N/A
2017-18	Black Students	43.3%	34.6%	14.3%
2016-17	Black Students	44.3%	31.0%	13.5%
2015-16	Black Students	6.4%	34.0%	19.6%
2017-18	Hispanic Students	36.0%	42.9%	35.7%
2016-17	Hispanic Students	56.0%	43.0%	33.3%
2015-16	Hispanic Students	38.5%	50.0%	27.8%
2017-18	MultiRacial Students	64.3%	70.0%	60.0%
2016-17	MultiRacial Students	54.0%	33.0%	33.3%
2015-16	MultiRacial Students	56.0%	100.0%	50.0%
2017-18	White Students	62.1%	96.4%	84.1%
2016-17	White Students	83.1%	97.0%	92.0%
2015-16	White Students	60.6%	100.0%	88.4%
LITERACY STANDARDS & SKILLS DATA MATRICES				
KINDERGARTEN				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	First Sound Fluency	Phoneme Seg. Fluency
2017-18	57.6%	50.9%	69.2%	76.4%
2016-17	65.0%	71.0%	70.0%	83.0%
2015-16	80.0%	75.0%	80.0%	75.0%
FIRST GRADE				
	Dibels Comp % At/Above GL	Nonsense Word Fluency CLS	Oral Reading Fluency	
2017-18	70.0%	53.8%	66.3%	
2016-17	78.0%	71.0%	77.0%	
2015-16	73.0%	60.0%	76.0%	
SECOND GRADE				
	Dibels Comp % At/Above GL	Retell Score	Oral Reading Fluency	
2017-18	69.0%	78.0%	64.9%	
2016-17	66.0%	82.0%	64.0%	
2015-16	71.0%	78.0%	65.0%	
THIRD GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	74.5%	61.5%	49.5%	39.6%
2016-17	NA	50.0%	37.0%	22.0%
2015-16	NA	61.0%	42.0%	47.0%
FOURTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	68.9%	52.8%	39.3%	25.8%
2016-17	65.0%	61.0%	31.0%	35.0%
2015-16	NA	52.0%	32.0%	30.0%
FIFTH GRADE				
	Reading Inventory % Prof/Above	ELA-EOG % Prof/Above	ELA-EOG Reading/Vocab % Accel Learning	ELA-EOG Writing/Lang % Accel Learning
2017-18	74.2%	59.7%	43.6%	40.3%
2016-17	71.0%	61.0%	46.0%	46.0%
2015-16	73.0%	62.0%	33.0%	50.0%

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

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School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - Literacy

Chase Street Elementary School

https://docs.google.com/spreadsheets/d/192gttNSm0kVJ_BrS5PvJ5nzSVg6UegKLIgNGraJzEdE/edit#gid=1755016813

Greatest Area(s) of Need (GAN)
 Chase Street's zone analysis of our Milestones EOG data indicated a need to address the academic achievement of several of our student groups, specifically our Black, Hispanic, and SWD groups. The use of Measures of Academic Progress (MAP), Fountas and Pinnell's Benchmark Assessment System (BAS), Unit Post Assessments (UPAs), and scored writing assessments will help us to identify and monitor the skills and standards in which our students need targeted instruction. By creating individual learning goals for students, based on MAP, BAS, UPAs, and writing assessments, and clearly articulating those goals to students, we will be able to provide targeted instruction that will increase student achievement.

<i>Type of Goal</i>	<i>School Indicators</i>	<i>School Measures</i>	<i>School Targets</i>
By 2020, 70% of all students will demonstrate proficiency (Levels 3 and 4) in ELA, and the percentage of students scoring in Level 1 will decrease to 14%, as measured by the Milestones EOG Assessment.		MAP	70% of all students, as well as at least 70% in each of the targeted subgroups (Black, Hispanic, SWD) will meet or exceed their expected growth targets as predicted by the MAP assessment.
		F&P BAS	75% of all students, as well as at least 75% in each of the targeted subgroups (Black, Hispanic, SWD), will meet or exceed the grade level standard for instructional reading level as measured by the Benchmark Assessment System.
	Phonics	MAP	70% of students will meet or exceed their expected growth targets as predicted by the MAP assessment.
		F&P BAS	75% of all students, as well as at least 75% in each of the targeted subgroups (Black, Hispanic, SWD), will meet or exceed the grade level standard for instructional reading level as measured by the Benchmark Assessment System.
	Writing	Units of Study Rubrics	50% of students will be on or above grade level on the writing learning progression.
		Individual Writing Conferences	75% of all students, as well as at least 75% in each of the targeted subgroups (Black, Hispanic, SWD), will score a 3 or higher in meeting their individual writing goal, as measured by the teacher and student via their biweekly writing conferences.

ACTION PLAN for SMART Literacy GOAL							
Chase Street Elementary School							
School Results Goal #1: Literacy	<i>By 2020, 70% of all students will demonstrate proficiency (Levels 3 and 4) in ELA, and the percentage of students scoring in Level 1 will decrease to 14%, as measured by the Milestones EOG Assessment.</i>					Cycle 1	<i>Enter Date of Approval</i>
						Cycle 2	<i>Enter Date of Review</i>
						Cycle 3	<i>Enter Date of Review</i>
						Cycle 4	<i>Enter Date of Review</i>
School-wide Strategy for Achieving this Goal	Chase Street teachers will use the framework of Readers and Writers Workshop to regularly conference with individual students. Goal setting and differentiated learning strategies will be the focus of these conferences. This strategy addresses growth needs of all students by individualizing growth opportunities. As students show individual growth, grade and school performance will improve. Student goal setting and conferencing are one form of "Setting Objectives and Providing Feedback," which is one of Marzano's High Yield Instructional Strategies.						
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below:</p> <p>Action Step 1) Participate fully in district-level and school-level professional learning in CCSD curriculum guides and the reading and writing workshop models; 2) Implement Fountas and Pinnell reading program; 3) Implement Lucy Calkins's Units of Study in writing 3) Implement individual conferencing to include student goal setting during both reading and writing instructional times; 4) Peer observations of conferencing strategies; 5) Bi-weekly review of teacher conferencing data (collected in conferencing notebooks); 6) Additional PL that is differentiated by teacher learning needs.</p>					<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: District IS Division and the school instructional coach 2: All teachers 3: Instructional Coach</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle (E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)	
	Begin	End	Resource	Source	Amount		
	July 2018	Ongoing	Teacher time for summer and extended day PL	ASP and Title funds	45 teachers x 16 hours of planning/PL		
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>					<i>Fountas & Pinnell BAS</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>					<i>NWEA MAP Reading</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>					<i>Milestones ELA EOG</i>	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>					<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>					<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>					<i>Cycle 4 Reflection</i>	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED			
Chase Street Elementary School			
NUMERACY GAP ANALYSIS			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	All Students	52.8%	66.9%
2016-17	All Students	61.0%	62.8%
2015-16	All Students	N/A	68.7%
Accountability Target	All Students	47.9%	41.4%
Accountability GAP	All Students	4.87%	25.5%
Proficiency (100%) GAP	All Students	-47.23%	-33.1%
Change Over Time GAP	All Students	-8.2%	-1.8%

NUMERACY STUDENT GROUPS DATA MATRICES			
	Student Group	Math Inventory % Prof/Above	MATH-EOG % Prof/Above
2017-18	Female Students	53.9%	64.7%
2016-17	Female Students	65.0%	65.3%
2015-16	Female Students	NA	66.0%
2017-18	Male Students	51.7%	69.1%
2016-17	Male Students	56.0%	60.7%
2015-16	Male Students	NA	67.0%
2017-18	Students with Disabilities	32.1%	21.4%
2016-17	Students with Disabilities	28.0%	13.0%
2015-16	Students with Disabilities	NA	40.9%
2017-18	English Learners	22.7%	20.0%
2016-17	English Learners	44.0%	50.0%
2015-16	English Learners	NA	50.0%
2017-18	Gifted Students	85.1%	98.8%
2016-17	Gifted Students	96.0%	98.6%
2015-16	Gifted Students	NA	96.4%
2017-18	Asian	50.0%	100.0%
2016-17	Asian	NA	100.0%
2015-16	Asian	NA	N/A
2017-18	Black Students	21.6%	28.6%
2016-17	Black Students	16.0%	23.0%
2015-16	Black Students	NA	39.3%
2017-18	Hispanic Students	33.3%	64.3%
2016-17	Hispanic Students	69.0%	53.3%
2015-16	Hispanic Students	NA	44.4%
2017-18	MultiRacial Students	47.8%	60.0%
2016-17	MultiRacial Students	67.0%	16.7%
2015-16	MultiRacial Students	NA	50.0%
2017-18	White Students	75.4%	89.1%
2016-17	White Students	86.0%	92.0%
2015-16	White Students	NA	91.5%

School Zone Analysis (# of Reds)

NUMERACY STANDARDS & SKILLS DATA MATRICES

KINDERGARTEN		
	Math Inventory % Prof/Above	
2017-18	48.6%	
2016-17	NA	
2015-16	NA	

School Zone Analysis (# of Reds)

FIRST GRADE		
	Math Inventory % Prof/Above	
2017-18	51.9%	
2016-17	63.0%	
2015-16	NA	

School Zone Analysis (# of Reds)

SECOND GRADE		
	Math Inventory % Prof/Above	
2017-18	48.7%	
2016-17	61.0%	
2015-16	NA	

School Zone Analysis (# of Reds)

THIRD GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations % Accel Learning		MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	48.94%	76.92%	56.04%	69.23%		64.84%	46.15%
2016-17	65.00%	60.00%	30.00%	47.00%		38.00%	28.00%
2015-16	NA	71.00%	42.00%	60.00%		44.00%	29.00%

School Zone Analysis (# of Reds)

FOURTH GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	58.14%	58.43%	33.71%	37.08%	37.08%	35.96%	22.47%
2016-17	54.00%	60.00%	27.00%	37.00%	40.00%	37.00%	37.00%
2015-16	NA	63.00%	40.00%	39.00%	43.00%	47.00%	24.00%

School Zone Analysis (# of Reds)

FIFTH GRADE							
	Math Inventory % Prof/Above	MATH-EOG % Prof/Above	MATH-EOG Operations & Alg Thinking % Accel Learning	MATH-EOG Numbers & Operations B10 % Accel Learning	MATH-EOG Fractions % Accel Learning	MATH-EOG Measure & Data % Accel Learning	MATH-EOG Geometry % Accel Learning
2017-18	64.52%	64.52%	46.77%	41.94%	51.61%	37.10%	38.71%
2016-17	64.00%	66.00%	44.00%	47.00%	47.00%	49.00%	44.00%
2015-16	NA	67.00%	33.00%	44.00%	48.00%	40.00%	29.00%

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - NUMERACY

Chase Street Elementary School

<https://docs.google.com/spreadsheets/d/1qgllZu17yCpPEgCML5mD7alQ6qgRA8auiCj-s1XOk/edit#gid=1755016813>

Greatest Area(s) of Need (GAN)
 A zone analysis of our Numeracy metrics scores indicate a need to address the academic achievement of several of our student groups, specifically our Black, Hispanic, and SWD groups. We hope that the use of MAP will help us to identify the skills and standards in which our students need targeted instruction. We believe that by improving teacher clarity of instructional goals and assessments for students (based on MAP and Common Assessment data) and clearly articulating those goals to students, we will be able to provide targeted instruction that will increase student achievement.

Type of Goal	School Indicators	School Measures	School Targets
<p>By 2020, 80% of all students will demonstrate proficiency (Levels 3 and 4) in Math, and the percentage of students scoring in Level 1 will decrease to 14%, as measured by the Milestones EOG Assessment.</p>	<p>Numbers and Operations</p>	<p>MAP</p>	<p>All students in grades two through five will meet or exceed the average projected growth of their Numbers and Operations domain RIT score on the MAP assessment.</p>
		<p>Grade Level Biweekly Formative Assessments</p>	<p>75% of all students, including those in the Black, Hispanic, and SWD subgroups, will score in the proficient range on the grade's biweekly formative assessments.</p>
	<p>Operations and Algebraic Thinking</p>	<p>MAP</p>	<p>All students in grades two through five will meet or exceed the average projected growth of their Operations and Algebraic Thinking domain RIT score on the MAP assessment.</p>
		<p>Grade Level Biweekly Formative Assessments</p>	<p>75% of all students, including those in the Black, Hispanic, and SWD subgroups, will score in the proficient range on the grade's biweekly formative assessments.</p>
	<p>Measurement and Data</p>	<p>MAP</p>	<p>All students in grades two through five will meet or exceed the average projected growth of their Measurement and Data domain RIT score on the MAP assessment.</p>
		<p>Grade Level Biweekly Formative Assessments</p>	<p>75% of all students, including those in the Black, Hispanic, and SWD subgroups, will score in the proficient range on the grade's biweekly formative assessments.</p>

ACTION PLAN for SMART Numeracy GOAL							
Chase Street Elementary School							
School Results Goal #2: Math	<i>By 2020, 80% of all students will demonstrate proficiency (Levels 3 and 4) in Math, and the percentage of students scoring in Level 1 will decrease to 14%, as measured by the Milestones EOG Assessment.</i>					Cycle 1	<i>Enter Date of Approval</i>
						Cycle 2	<i>Enter Date of Review</i>
						Cycle 3	<i>Enter Date of Review</i>
						Cycle 4	<i>Enter Date of Review</i>
School-wide Strategy for Achieving this Goal	Math lessons will begin with teachers articulating the expected learning and related student outcomes. This supports the development of deep understandings. Hattie identifies teacher clarity and learning goals as having a strong positive impact on student achievement gain.						
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below:</p> <p>Action Step 1: Grade-level teams review standards and determine common measures</p> <p>Action Step 2: Review district formative and summative assessments to determine pacing towards mastery</p> <p>Action Step 3: Create common language for learning targets and outcomes</p> <p>List Additional Action Steps</p>					<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Instructional Coach 2: Grade Level Team Leader 3: Grade Level Team Leader</p>	
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle	
	Begin	End	Resource	Source	Amount		
	July 2018	ongoing	Formative and Summative Assessments in enough time to plan	District Math Coordinator	For each unit of study/standard in each grade	(E.g., Identify assessments, reports, surveys, etc. to be used/completed in each cycle.)	
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>					<i>Unit Common Formative Assessment</i>	
	<i>Expected measurable outcome(s) for Cycle 3:</i>					<i>NWEA MAP Math</i>	
	<i>Expected measurable outcome(s) for Cycle 4:</i>					<i>Milestones Math EOG</i>	
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>					<i>Cycle 2 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 3:</i>					<i>Cycle 3 Reflection</i>	
	<i>Did you reach your measurable outcomes for Cycle 4:</i>					<i>Cycle 4 Reflection</i>	

STUDENT PERFORMANCE DATA-GREATEST AREA OF NEED							
Chase Street Elementary School							
SOCIAL EMOTIONAL LEARNING GAP ANALYSIS							
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always
2017-18	All Students	0.131	0.03	5.74	NA	NA	NA
2016-17	All Students	0.17	0.03	6.74	40.90%	73.80%	74.20%
2015-16	All Students	0.14	0.02	5.80	41.00%	79.20%	70.20%
Accountability Target	All Students	0.20	0.13	6.20	50.0%	50.0%	50.0%
Accountability GAP	All Students	-0.07	-0.10	-0.46	-9.1%	23.8%	24.2%
Proficiency (100%) GAP	All Students	0.00	-0.97	4.74	-59.1%	-26.2%	-25.8%
Change Over Time GAP	All Students	-0.01	0.01	-0.06	-0.1%	-5.4%	4.0%
SOCIAL EMOTIONAL LEARNING STUDENT GROUPS DATA MATRICES							
	Student Group	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always
2017-18	Female Students	0.03	0.01	5.89	NA	NA	NA
2016-17	Female Students	0.13	0.01	6.76	50.00%	88.00%	79.00%
2015-16	Female Students	0.12	0.02	6.00	45.50%	85.20%	75.00%
2017-18	Male Students	0.23	0.04	5.61	NA	NA	NA
2016-17	Male Students	0.22	0.05	6.73	33.60%	62.40%	70.40%
2015-16	Male Students	0.15	0.02	5.60	36.70%	73.30%	65.60%
2017-18	Students with Disabilities	0.50	0.07	8.21			
2016-17	Students with Disabilities	0.93	0.18	7.55			
2015-16	Students with Disabilities	0.53	0.16	6.38			
2017-18	English Learners	0.00	0.00	4.00			
2016-17	English Learners	0.05	0.00	6.00			
2015-16	English Learners	0.08	0.00	4.00			
2017-18	Gifted Students	0.02	0.00	4.75			
2016-17	Gifted Students	0.04	0.00	5.74			
2015-16	Gifted Students	0.01	0.00	4.56			
2017-18	Asian	0.00	0.00	3.80	NA	NA	NA
2016-17	Asian	0.00	0.00	7.00	NA	NA	NA
2015-16	Asian	0.00	0.00	2.60	NA	NA	NA
2017-18	Black Students	0.25	0.06	6.60	NA	NA	NA
2016-17	Black Students	0.35	0.07	6.92	49.20%	84.70%	81.40%
2015-16	Black Students	0.27	0.05	6.80	43.50%	80.40%	60.90%
2017-18	Hispanic Students	0.27	0.05	5.20	NA	NA	NA
2016-17	Hispanic Students	0.41	0.00	7.18	30.00%	90.00%	80.00%
2015-16	Hispanic Students	0.35	0.00	4.70	25	87.5	87.5
2017-18	MultiRacial Students	0.11	0.00	7.40	NA	NA	NA
2016-17	MultiRacial Students	0.22	0.09	9.35	39.70%	67.90%	76.90%
2015-16	MultiRacial Students	0.04	0.04	7.90	37.00%	76.10%	73.90%
2017-18	White Students	0.04	0.00	5.20	NA	NA	NA
2016-17	White Students	0.04	0.00	6.38	37.70%	68.80%	64.90%
2015-16	White Students	0.02	0	5.20	44.70%	78.90%	71.10%
SOCIAL EMOTIONAL LEARNING STANDARDS & SKILLS DATA MATRICES							
KINDERGARTEN							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.07	0.00	7.24				
2016-17	0.23	0.01	8.68				
2015-16	0.07	0.00	6.53				
FIRST GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.38	0.09	4.82				
2016-17	0.18	0.01	6.59				
2015-16	0.12	0.03	5.26				
SECOND GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std				
2017-18	0.04	0.00	5.40				
2016-17	0.23	0.02	5.84				
2015-16	0.05	0.00	5.23				
THIRD GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.06	0.01	4.73	NA	NA	NA	
2016-17	0.03	0.01	6.39	47.30%	80.20%	76.90%	
2015-16	0.30	0.09	6.08	51.70%	85.00%	76.70%	
FOURTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.17	0.02	6.24	NA	NA	NA	
2016-17	0.51	0.17	6.45	37.10%	58.10%	71.00%	
2015-16	0.16	0.01	6.03	38.20%	76.50%	69.10%	
FIFTH GRADE							
	Behavior Referrals Per Std	OSS Days Per Std	Absences Per Std	Relationship Skills: Get along well w/ others % Always	Relationship Skills: Know adult I can talk to % Always	Relationship Skills: Teachers treat me w/ respect % Always	
2017-18	0.11	0.06	4.98	NA	NA	NA	
2016-17	0.00	0.00	5.94	36.10%	79.20%	73.60%	
2015-16	0.08	0.00	4.34	32.00%	76.00%	64.00%	

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

School Zone Analysis (# of Reds)

SCHOOL IMPROVEMENT FOCUS - SEL

Chase Street Elementary School

<https://docs.google.com/spreadsheets/d/1bcJib6B4yutaSZBy9prJBxX8YR4dI56Z5iFKTgG7rJY/edit#gid=1755016813>

Greatest Area(s) of Need (GAN)		A zone analysis of Chase Street's SEL data, including discipline referrals and attendance, indicates the need to address social emotional learning of our students. Specifically, our data indicates that Students with Disabilities have a higher need for supports in both school behavior and attendance. The Universal Behavior Screener will help us identify the skills that specific students and student groups need to focus on strengthening, as well as school-wide SEL needs. By addressing components of SEL through a school-wide implementation of the Second Step curriculum, we will see an overall increase in student positive behaviors and a decrease in misbehaviors.	
Type of Goal	School Indicators	School Measures	School Targets
All students will demonstrate healthy Social Emotional Learning by scoring below 36 on the Universal Behavior Screener or improving their score by a minimum of 6 points (decreased).	Self-Management	Universal Behavior Screener	All students will score less than 12 in classroom subscore or demonstrate a 2 point decrease in this subscore
		Learning and Social Behavior Measure on Elementary Report Cards: Exercises self control.	90% of students will earn a "meets" or "exceeds" in this area of the report card
	Relationship Skills	Universal Behavior Screener	All students will score less than 12 in externalizing subscore or demonstrate a 2 point decrease in this subscore
		Learning and Social Behavior Measure on Elementary Report Cards: Works cooperatively with others.	90% of students will earn a "meets" or "exceeds" in this area of the report card
		Office Referrals	Campus Data
	Responsible Decision Making	Universal Behavior Screener	All students will score less than 12 in socialization subscore or demonstrate a 2 point decrease in this subscore
		Learning and Social Behavior Measure on Elementary Report Cards:	90% of students will earn a "meets" or "exceeds" in this area of the report card
	Attendance	Attendance	55% of Chase students will have fewer than 6 total absences for the 2018-2019 school year
		Tardies	80% of Chase students will have fewer than 10 unexcused tardies for the 2018-2019 school year

ACTION PLAN for SMART Social Emotional Learning GOAL

Chase Street Elementary School

School Results Goal #3: Social Emotional Learning	<i>All students will demonstrate healthy Social Emotional Learning by scoring below 36 on the Universal Behavior Screener or improving their score by a minimum of 6 points (decreased).</i>			Cycle 1	<i>Enter Date of Approval</i>	
				Cycle 2	<i>Enter Date of Review</i>	
				Cycle 3	<i>Enter Date of Review</i>	
				Cycle 4	<i>Enter Date of Review</i>	
School-wide Strategy for Achieving this Goal	Teachers will implement the Second Step curriculum to develop and deliver explicit daily social skills instruction. Teachers will use common language (from Second Step) to address school behaviors and to build students' ability to manage emotions and solve problems. A school-wide focus on developing students' social and emotional skills will be reinforced by all staff members.					
Action Steps (IF...)	<p>Actions should include specific tasks or activities that will prepare and propel your school to achieve your Results Goal, including professional learning designs and strategy implementation.</p> <p>Enter a brief description of your action steps below:</p> <p>Action Step 1: School-wide introduction to Second Step materials during pre-planning</p> <p>Action Step 2: School-wide examination of Universal Behavior Screener to develop shared understanding of the assessment and to ensure consistency of scoring</p> <p>Action Step 3: Incorporate Second Step lessons into daily routines and morning announcements.</p> <p>Action Step 4: Voluntary Book Study for teachers to learn about Second Step from building-level experts.</p> <p>Action Step 5: School counselor will lead lessons from the Second Step Counselor's guide.</p> <p>Action Step 6: Behavior Interventionist will work with students identified as needing specific skills on the Universal Behavior Screener during lunch using the _____ lessons. Action Step 7: Behavior Interventionist, District Behavior Specialist, School Counselor, Assistant Principal, and Principal will meet monthly to review attendance, discipline, and behavioral RTI data</p>			<p>Person(s) Responsible Enter the name or role of the person (s) who will provide leadership for each step:</p> <p>1: Lewis and Sorensen 2: Grade-level team leaders 3: All teachers 4: Lewis, Sorensen, and Ballard</p>		
Timelines, Resources and Monitoring Tools	Timeline for this Plan		Resources Needed			Monitoring Tools by Cycle
	Begin	End	Resource	Source	Amount	
	June 2018	Ongoing	Second Step Materials- Including Digital Resources and Support Books	Title I Carryover	TBD	
Evidence of Success (Then...)	<i>Expected measurable outcome(s) for Cycle 2:</i>			<i>Behavior Data</i>		
	<i>Expected measurable outcome(s) for Cycle 3:</i>			<i>Attendance Data</i>		
	<i>Expected measurable outcome(s) for Cycle 4:</i>			<i>Social Emotional Learning Skills Assessment</i>		
Cycle Outcomes	<i>Did you reach your measurable outcomes for Cycle 2:</i>			<i>Cycle 2 Reflection</i>		
	<i>Did you reach your measurable outcomes for Cycle 3:</i>			<i>Cycle 3 Reflection</i>		
	<i>Did you reach your measurable outcomes for Cycle 4:</i>			<i>Cycle 4 Reflection</i>		