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Emma C. Chase Building Goals 2023-2024

1. **READING ACHIEVEMENT:** The district literacy plan goals for students to be reading at or above grade-level have been arranged such that Chase will be contributing to the district goals of:

District Literacy Goals

K	68%
1	67%
2	64%
3	51%
4	55%
5	59%

The five-year district literacy goal is to achieve 75% at or above an average rating as measured by the NWEA assessment. Specifically, if each Chase class **“moves” half of the students** performing below grade-level average to performing above grade-level average status, then we will be achieving our building reading goal. This is on the order of “moving 3 or 4 students” per class.

We know exactly who these students are. These students are within the MTSS framework (*Tier 2 and possibly Tier 3*) that exists here at Chase with the intention of instructing these students to become readers at their appropriate ability level.

Additionally, Chase currently has a building average of **64%** of students performing at or above average in reading ability as measured by the NWEA. If we move half of the students from “below average” to “average or better”, our overall percentage above average will be roughly **82%**. This may seem contradictory considering the district goals listed above are lower than that, but since Chase has fewer

students; even if Chase achieves 82% **AND** the other elementary buildings increase comparatively, the district average will be the numbers in the table above.

2. **MATHEMATICS ACHIEVEMENT**: The first notable action along the line of math achievement is that along with improvement in reading ability will come improvement in math. Chase staffing for Tier 3 math intervention is stretched. We will be seeking to add to this need in the future. However, in response to this goal we have taken the step of connecting the diagnostic information from the NWEA evaluations to our Tier 2 math intervention, the IXL web resource. By doing this we are ensuring that all students will be involved with their level of math work during the 30-minute Tier 2 math intervention time. In addition, the teacher and teaching assistant can work with small groups of students during this Tier 2 intervention time and draw from the IXL and NWEA diagnostic information to group purposefully and choose activities that target the math skills the students need.

We are seeking to increase in math ability from 63% to 69% at or above the grade-level average as measured by the NWEA at the end of the 2023-2024 school year.

3. **SOCIAL EMOTIONAL WELLNESS**: We are seeking to organize the services for various social emotional wellness needs in much the same way we have services arranged for the areas of reading and math.

The Chase Building Leadership Team created our levelled support plan for reading, math, and social emotional wellness. Reading was completed first, then math, now we are working to bring the area of student and staff Social Emotional Wellness into detail and provide the many responses available.

There exists some variation in the forms of data that are collected to inform student social emotional wellness. Add to this that we have many forms of services to provide that support social emotional wellness and it is plain to see that we have some work to arrange a “cause and affect” connection between what is measured and what responsive support is provided. This is our current work.

Attendance may be the most exact number any school collects.

The Chase 2022-2023 attendance rate was 91.96% which was 0.46% lower than the year before. We assert that as student social emotional wellness improves, we will see a basic improvement in attendance. Based on prior attendance rates we feel it is reasonable to strive for a 93% attendance rate for the 2023-2024 school year.

As we explore the social emotional wellness information collected and the changes our interventions can create, we will have a more meaningful way to choose goals with numeric values.