



**2012-2014 Continuous Improvement Work Plan**

**Paul Cuffe Math-Science Technology Academy ES**

Englewood-Gresham Elementary Network

8324 S Racine Ave Chicago, IL 60620

ISBE ID: 150162990252617

School ID: 610003

Oracle ID: 23881



**Mission Statement**

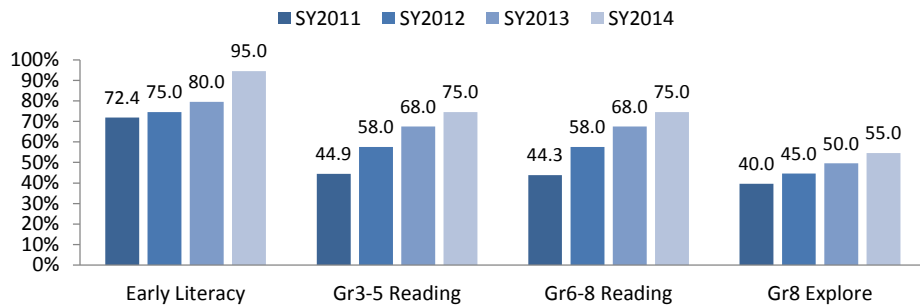
Our Mission is to provide an academic program that challenges each student to prepare them to be career and college ready. We are committed to providing a safe, nurturing and child centered environment to develop students' intellectual and social skills. In doing so, structured learning experiences for students, support and involvement from parents and personal/professional development for teachers, staff and parent is provided.

**Strategic Priorities**

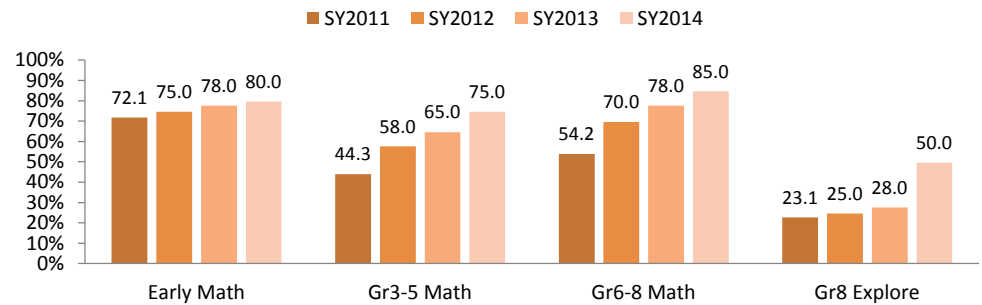
1. Increase Science and technology in the classrooms
2. Increase the number of students who take and pass 8th grade algebra
3. Increase overall school data for each student by 10 points

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Paul Cuffe Math-Science Technology Academy ES

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Lakita Reed	Principal
Marcus Ware	Assistant Principal
Veronica Robinson	Assistant Principal
Paula Leland	Special Education Faculty
Amber Dawkins	Classroom Teacher
Keana Thomas	LSC Member
Jamie Nailer	Parent/ Guardian
Tracey Moore	Classroom Teacher
M. McReynolds	Classroom Teacher



## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	72.4	75.0	80.0	95.0		<b>Early Math</b> % of students at Benchmark on mClass	72.1	75.0	78.0	80.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	44.9	58.0	68.0	75.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.3	58.0	65.0	75.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.0	70.0	76.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	68.8	70.0	80.0	85.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	44.3	58.0	68.0	75.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	54.2	70.0	78.0	85.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	52.4	70.0	75.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	54.8	60.0	65.0	70.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	40.0	45.0	50.0	55.0		<b>Explore - Math</b> % of students at college readiness benchmark	23.1	25.0	28.0	50.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.6	95.0	96.0	96.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	46.9	35.0	30.0	28.0					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	72.4	80.0	85.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	15.6	20.0	25.0	35.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	82.2	85.0	90.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	20.6	25.0	30.0	40.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	62.9	70.0	75.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	3.4	10.0	15.0	20.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	School establishes goals for students, however has not made this a top priority. Cuffe will establish a school wide plan to narrow the achievement gap in the next two years.	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal has increased parent participation by 100 percent the first year of her contract.</p> <p>Principal has established a clear goal of school culture by supporting teachers and students through out the implementation of the Cuffe Captains and the Cuffe Teacher of the Month.</p> <p>Principal monitors instructional practice for teacher evaluations.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Principal has established clear goals to encourage teacher involvement as an important role in school improvement. Formal teacher leaders play an important role in presenting new ideas, planning in approaches, and monitoring progress. PD is planned and developed based on needs and future improvement goals. The ILT Team presents new ideas and lead discussions involving Common Core. The conditions and culture of Cuffe's administration is supportive to all teachers. Curriculum meetings are emersed in data driven discussions and action research. Collective and individual sharing of results to colleagues is an important factor/responsibility in teacher leadership.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			<p>Principal organized ILT Team with teacher leaders to become apart of the implementation of the Common Core Standards transition and process. Teacher leaders facilitated in clarifying, mediating, and summarizing key concepts of the Common Core Standards. ILT facilitates in presenting new ideas, in planning approaches to solve problems involving the interpretation of data analysis and using data to drive instruction. ILT regularly monitors progress and growth as well as, mediating in grade level meeting/planning sessions. Principal encourages teacher growth with professional readings to increase knowledge and to facilitate new ideas</p>
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>			<p>Teacher's plans for student lessons are based on age-appropriate benchmarks, Common Core Standards, and preassessments. Standards-based learning objectives units are also adapted for differeciated instruction and those students with disabilities. Assessments are used to monitor progress and maintain rigor. Assessments clearly identify and describe student expectations and provide descriptives for each level of performance. Adjustments are made daily, weekly, and every marking period.</p>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	Principal gives opportunities for joint curriculum planning, however, opportunities for unit planning are in the early stages. Students are exposed to grade appropriate complexity as recommended by CCSS. Teachers as well as ILT teams analyze data and student work and share findings with grade level teams. The use of data from Scantron is used to drive and plan instruction. ILT teams collaborate with grade level bands to ensure differentiated planning that addresses the various learning styles, and students with disabilities needs.	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Each grade level team has a set of grade appropriate instructional materials that are aligned with the state standards, however, further evaluation is needed to determine if materials are rigorous in keeping with the CCSS. Most materials are supportive of students with disabilities.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Classroom data is organized and available for analysis via computer via Grade Book and Scantron assessments. Each grade level and classroom teacher uses diagnostic, benchmark, formative, and summative assessments to drive, monitor, and differentiate instruction. Scantron resources (assessment maker), E-Path, and Study Island are used. Teachers plan assessments that are aligned with the standards-based learning objectives identified for the unit and lessons. Assessments identify and describe student expectations for levels of performance. Teachers select and design formative assessments that measure student learning and growth. Teachers use prior assessment results to design units and lessons that target groups of students.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers clearly communicate learning objectives via oral and written display. The use of bloom's taxonomy for high and lower level questioning is apart of teacher's planning. Teachers are knowledgeable and relevent in content standards and are familiar with CCSS. Teacher plans reflect accurate understanding of prerequisite relationships among topics and concepts. Teachers purposefully gather information student's backgrounds, cultures, prior knowledge, skills, language, proficiencies, interests, and special needs. Teacher is aware of student development. Teachers purposely aligns and sequences standards-based objectives to build towards deeper understanding and mastery. Learning objectives reflect several different types of learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Cuffe has RTI monitoring in place. ILT and teacher teams identify student's needs through data analysis and diagnostic assessments. A Three-tier process includes in-class, small group, and one-on-one supports.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Principal, ILT Team, and teachers seek opportunities to enhance content growth on a regular basis. Principal encourages professional growth through the creation of a professional reading library and providing literature that will improve comprehension/understanding of CCSS. Teachers receive relevant professional development involving analyzing data and instructional procedures. Teachers are given opportunities to collaborate with teachers at their grade-level above and below. Teachers use feedback from administration and ILT team to improve their practice. In the next two years, teacher surveys will be used to further fit teacher's needs. There will be continuous data analysis to determine professional development</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teacher collaborate on regular basis (daily and weekly) to analyze data and to adjust instruction. Teachers analyze and plan lessons from Scantron testing. ILT Teams meet regularly to analyze Scantron results to monitor growth and identify student's needs. In the next years, an increased use of horizontal and vertical planning will take place. ILT Teams will meet more frequently and report out to staff in a more timely manner.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>New teachers are given a teaching coach, however, there is no coaching plan in place. There is no evidence of professional developments specifically geared for new teachers. New teachers are given feedback and support as needed. In the next two years, Cuffe will have a coaching plan available.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>The school, as well as the classroom culture reflects the importance of teacher and student commitment to the learning and high expectations for students. The teacher conveys that with practice and persistence students can reach desired goals. Classroom interactions support learning and hard work. Awards for reaching student goal are rewarded. There is a student of the month. In the next two years, an increased emphasis on career and college readiness will be implemented. College/Career Day organized.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>School-wide and classroom interactions are friendly and demonstrate general caring and respect. These interactions are age-appropriate to the development of the students. Students show respect for the teacher and the classroom. Teacher responds to disrespectful behavior with positive re-enforcements. In the next two years, emphasis will be continued.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>School-wide and classroom interactions are friendly and demonstrate general caring and respect. These interactions are age-appropriate to align with the development of the students. Students show respect for the teacher and the classroom. Teachers respond to disrespectful behavior positively. Effective classroom routines and procedures minimize loss of instructional time. Paraprofessionals with clearly defined duties support individual and groups of students. In the next two years, this will continue to take effect with the "Cuffe Captain" program that rewards students for</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, e-mail, notes, and/or in person to discuss activities and plans. Teacher solicits family support in relation to student and classroom expectations. Teacher and administration encourages family involvement in the instructional process by having a family read and math night. Teacher responds to family concerns professionally and in a timely manner. Further efforts will be increased to involve families with more programs. Health and exercise is another program that will ask parents to become involved with helping their children become healthy and make healthy life choices.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, e-mail, notes, and/or in person to discuss activities and plans. Teacher solicits family support in relation to student and classroom expectations. Teacher and administration encourages family involvement in the instructional process by having a family read and math night. Teacher responds to family concerns professionally and in a timely manner. This will</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, e-mail, notes, or/and in person to discuss activities and plans. Teacher solicits family support in relation to student and classroom expectations. Teacher and administration encourages family involvement in the instructional process by having a family read and math night. Teacher responds to family concerns professionally and in a timely manner.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Cuffe offers after-school tutoring. It also has after-school activities that involve health and fitness. There is a PAC organization in place to deal with family issues and outreach. Social services support students and families with home visits, if warranted. In the next two years, after-school programs will increase for students who need more intervention and those requiring enrichment.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>Information about college and career choices are available during college week and career fair day. Students also take college tours.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Students are exposed to high school student planning via social services, however, very rare at college level. Students are exposed to planning, preparation, performance, and participating in their high school aspirations. Pre-assessment is performed, and collaboration with high schools is evident.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Cuffe participates in an enrichment program from first to eighth grades. Students who show high academic scores and grades are welcomed into the program. This allows opportunities for the widening of enrichment opportunities. This increases engagement</p>		



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	The school counselor works with the middle school student to promote college attendance through college tours and college week.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Does not pertain to Cuffe	
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Beginning of the year open house at Cuffe explains extensively expectations and grade-level curriculum to parents. Each grade level gives a syllabus of grade-level expectations. Benchmark grade-levels explain criterion used to determine pass or fail at that grade-level. Social workers as well as eighth grade teachers help with processes needed to transition students from eighth to ninth grade.	



### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	The schools use of discretionary funds is consistent with funding school priorities, however through out the school year when unexpected items occur, the school does use the discretionary funds for items such as books, equipment repair, and teacher subs.		
	<b>Building a Team</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Hiring is conducted through finding qualified applicants on the HR portal. Applicants are interviewed by a team consisting of the Principal, Assistant Principal, two teachers, a parent, and if age appropriate a student. If the applicant passes that phase then they must teach a lesson.			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	The Full School day schedule will design a schedule that will give time allotments to students needs. It will give more collaboration and horizontal/vertical planning. There will be a more structured time for intervention for struggling students. At this time it is sometimes difficult to create a intervention outside of small group instruction.			

Date Stamp November 22, 2012

## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

Our Mission is to provide an academic program that challenges each student to prepare them to be career and college ready. We are committed to providing a safe, nurturing and child centered environment to develop students' intellectual and social skills. In doing so, structured learning experiences for students, support and involvement from parents and personal/professional development for teachers, staff and parent is provided.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase Science and technology in the classrooms	Students will graduate from Cuffe with experiences with technology and the sciences
2	Increase the number of students who take and pass 8th grade algebra	Students who take and pass Algebra in preparation to be college and career ready.
3	Increase overall school data for each student by 10 points	Increase in scores will prepare our students to be career ready.
4	Optional	
5	Optional	

### Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase Science and technology in the classrooms	Students will graduate from Cuffe with experiences with technology and the sciences

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase student enrichment with Full School Day	After School/Extended Day	All	Teachers	Quarter 1	Year 2	On-Track	
All students will have access to technology	After School/Extended Day	All	Teachers	Quarter 1	Year 2	On-Track	
Computer tech will be hired	After School/Extended Day	All	Teachers	Quarter 1	Year 2	On-Track	
Purchase computer programs to help provide rigor and support RTI	Other	Other student group	Teachers	Quarter 1	Year 2	On-Track	



Strategic Priority 1


### Strategic Priority 2

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase the number of students who take and pass 8th grade algebra	Students who take and pass Algebra in preparation to be college and career ready.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire additional teacher to teach Algebra as a credit which will be students to be college ready	Instruction	Other student group	teachers	Quarter 1	Year 2	On-Track	
Use second algebra teacher for enrichment for full school day.	Instruction	Other student group	teachers	Quarter 1	Year 2	On-Track	
Prepare more 7th graders for Algebra	Instruction	Other student group	teachers	Quarter 1	Year 2	On-Track	
Provide more 8th graders with the opportunity to take Algebra for Credit in preparation for Common Core readiness.	Instruction	Other student group	teachers	Quarter 1	Year 2	On-Track	



**Strategic Priority 2**




**Strategic Priority 3**

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase overall school data for each student by 10 points	Increase in scores will prepare our students to be career ready.

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will be provided rigorous lessons to move to exceeds	Instruction	All	admin/teacher	Quarter 1	Year 2	On-Track	
Each student will make a 5 point game by mid-year NWEA	Instruction	All	admin/teacher	Quarter 1	Year 2	On-Track	
All student will reach their targets on district NWEA	Instruction	All	admin/teacher	Quarter 1	Year 2	On-Track	
Use reach to help teachers improve rigor through on going observations and feedback	Instruction	All	admin	Quarter 1	Year 2	On-Track	

**Strategic Priority 4**

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps





### Strategic Priority 5

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps