



**2012-2014 Continuous Improvement Work Plan**

**George F Cassell Elementary School**

Rock Island Elementary Network

11314 S Spaulding Ave Chicago, IL 60655

ISBE ID: 150162990252126

School ID: 609849

Oracle ID: 22651



**Mission Statement**

The Cassell Learning Community is dedicated to cultivating an environment that encourages academic and personal growth through the integration of fine arts and technology. Best practices will aid all students to attain academic excellence, acquire skills to take ownership of their education, and to meet the demands to be college and career ready. Students will become life long learners that will lead and influence the global society.

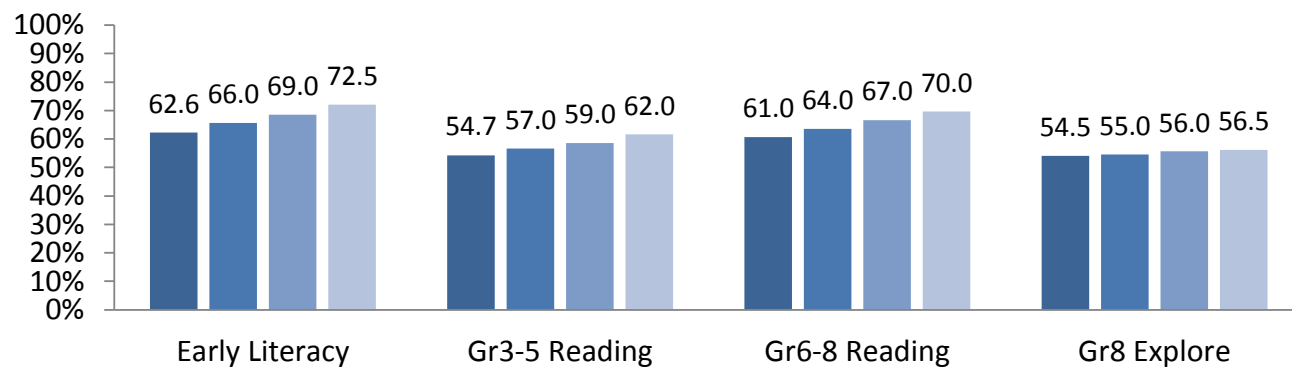
**Strategic Priorities**

1. Through the understanding and implementation of the Common Core State Standards the percentage of 3rd-8th grade students at or above grade level in reading and math will increase on the NWEA; to build a professional learning culture to allow for teacher collaboration to develop a common understanding across all grade
2. Through the implementation of RTI, teachers will provide reading and math interventions to students in K-2nd as determined by the beginning of year and middle of year assessments on Dibels/Mclass.
3. Build parent, student and staff support to raise the school attendance rate which will aide in increasing overall instructional time and assessment scores.

**School Performance Goals**

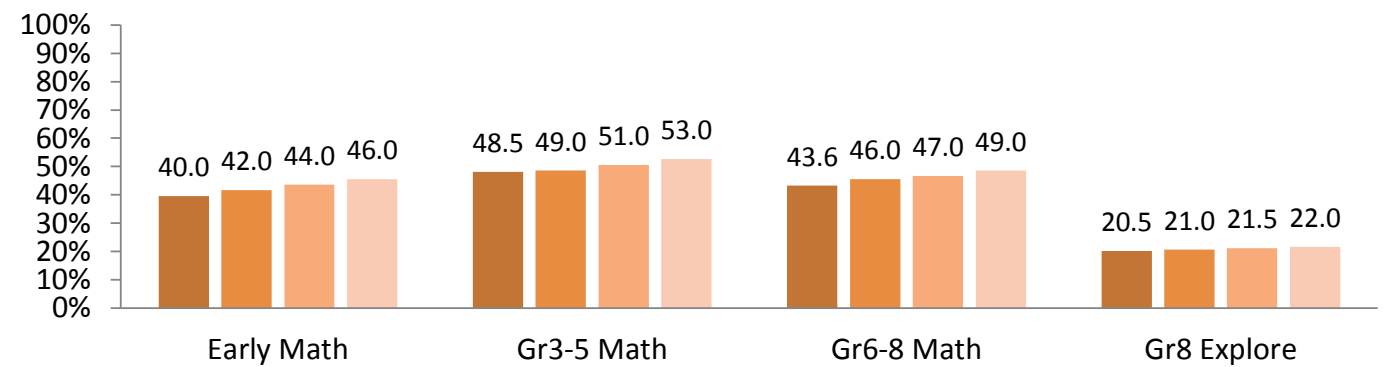
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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:	George F Cassell Elementary School

**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
Denise Esposito	Principal
Eileen Scanlan	Assistant Principal
Mary Peinta	Classroom Teacher
Kathleen Famera	Classroom Teacher
Danielle Juracka	Lead/ Resource Teacher
Anna Gallapo	Parent/ Guardian
Sandra Quinn	Special Education Faculty
Rita Rodriguez	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	62.6	66.0	69.0	72.5		<b>Early Math</b> % of students at Benchmark on mClass	40.0	42.0	44.0	46.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	54.7	57.0	59.0	62.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	48.5	49.0	51.0	53.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.5	60.0	63.0	66.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.3	69.0	72.0	76.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	61.0	64.0	67.0	70.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.6	46.0	47.0	49.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.6	67.0	70.0	73.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	57.3	60.0	63.0	66.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	54.5	55.0	56.0	56.5		<b>Explore - Math</b> % of students at college readiness benchmark	20.5	21.0	21.5	22.0



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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	94.4	95.0	95.0	95.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	13.8	11.5	11.0	10.5

### 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	86.5	87.0	87.5	88.0		<b>ISAT - Reading</b> % of students exceeding state standards	24.5	25.0	25.5	26.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	88.6	89.0	89.5	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	24.9	25.5	26.0	26.5
<b>ISAT - Science</b> % of students meeting or exceeding state standards	87.2	87.5	88.0	88.5		<b>ISAT - Science</b> % of students exceeding state standards	25.6	26.0	26.5	27.0

## School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	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>	<p>Cassell has established goals for students achievement across all grade levels that are aimed at making growth and narrowing achievement gaps.</p> <p>The School has developed an action plan to support students with small group interventions, differentiated instruction and has targeted meets students for incremental growth toward exceeds.</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>2</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 provides bi-weekly school newsletter to the families on school programs and events, parent involvement opportunities, academic support programs, etc . Families and community are engaged through school events on a regular basis.</p> <p>Principal monitors instructional practice while working with staff to determine student goals through data analysis to drive improvement.</p> <p>Professional development is organized through current academic trends, teacher and staff feedback and data analysis.</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>Cassell teachers are all invested in the success of the school through leadership in one or more areas:</p> <ul style="list-style-type: none"> <li>ILT</li> <li>PBIS</li> <li>Grade Level Team</li> <li>RTI</li> <li>Fine Arts Committee</li> <li>Mentor Teacher</li> <li>PTA Liason</li> <li>CWIP Team</li> <li>Union Representative</li> <li>LSC Representative</li> <li>C3</li> </ul> <p>All teachers have equity of voice on committees and whole staff meetings.</p> <p>Teachers are encouraged to share learning about effective practice from PD or school visits.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<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>	<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>The ILT members provide a combination of knowledge and expertise needed to make decisions for all students and staff.</p> <p>The ILT presents share materials and practice from the Network professional development meetings.</p>	<b>2</b>
<b>Monitoring and adjusting</b> ----->			
<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>	<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>Teachers regularly meet to analyze school and grade level data to determine the course of action needed to best support all students.</p>	<b>2</b>

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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>	<p>Teachers work in primary and upper grade level teams to support each other while developing pacing/scope and sequence for their grade level. Teachers (at the majority of grade levels) do not have another colleague teaching at the same grade level.</p> <p>Each grade level develops units of instruction aligned to the standards.</p> <p>Teacher teams are developing plans to ensure that students with disabilities are able to gain core content knowledge and skills.</p>	
	<b>Instructional materials</b> ----->			<b>3</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>	<p>Grade level materials are available for all teachers and are aligned with the standards.</p> <p>Most Instructional materials are supportive of students with disabilities.</p>	
<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>2</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>School wide and classroom data is organized and available to all who need it after each assessment. Data wall is updated immediately after results are available.</p> <p>Each grade level administers the required district assessments: dibels, mClass, NWEA, Explore and ISAT.</p> <p>Assessment accommodations and modifications are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<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>Each teacher clearly communicates with students the standards based learning objective, directions and procedures as well as the relevance of learning.</p> <p>Each teacher regularly uses a variety of questioning techniques at all levels to address student thinking and understanding.</p> <p>Each teacher purposefully sequences and aligns standards based objectives to build a deep understanding and mastery of the standards.</p> <p>Each teacher provides differentiated instruction as needed to ensure all students have opportunities for the appropriate level of rigor.</p> <p>Each teacher regularly uses formative assessment during instruction to monitor student progress and check for student understanding and learning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</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>The school uses assessment data to determine students in need of academic intervention.</p> <p>The school implements in class, small group instruction, push in support and small group instruction outside of the classroom.</p> <p>Interventions are closely monitored by the RTI team and individual teachers so that adjustments can be made every 4-6 weeks.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</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>Whole staff professional development occurs regularly and is aligned with the schools priorities and goals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</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>Teachers meet weekly to focus on assessment data, students in need of intervention, and planning.</p> <p>Teacher teams are inclusive of general education and special education teachers.</p> <p>Teams are supported by team members who also are part of the ILT, RTI and PBIS Teams.</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 provided with effective support from a peer coach and administration.</p> <p>Teachers frequently request and are granted individual professional development activities that are particular to their needs.</p> <p>Teachers frequently receive feedback to support individual growth.</p> <p>Teachers occasionally request opportunities to visit other schools to observe peers at the same grade level.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</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 is growing its plan to build and maintain a college-going culture: ie: all college graduate staff members have the opportunity to display a framed copy of the college diplomas in their work environments; college spirit dress down day, etc.</p> <p>All staff members reinforce high school expectations for all students to aspire to success.</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>Most students have an adult advocate who cares about them deeply and supports them in achieving their goal</p> <p>Through the implementation fo PBIS, patterns of interactions, both between adults and students ans among students, are respectful, with appropriate, fair responses to disrespectful behavior.</p> <p>Student with disabilities are engages in the school community, including both physical and social integration.</p> <p>Students' classroom experiences demonstrate value of home and culture.</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>		

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	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>Principal provides clear information for families on school performance and explains the information in regards to its relevance to their child(ren).</p> <p>Teachers provide information to parents on their grading system and what students are expected to achieve in each subject.</p> <p>Schools proactively provide information regarding school choices for families looking to relocate or for students in transition grades.</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>Teachers, staff and administration engage in ongoing two-way communication (ie: via ll school email, teacher email, phone calls, letters, school website or newsletter) with families so that they know how their child is doing relative to expectations and how the families can support learning at home.</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>The school has established a very welcoming environment.</p> <p>The school teachers, staff and administration provide frequent opportunities in authentic and engaging activities in the school community. (ie: school wide and classroom student performances, PTA Family Nights, Open House, Fine Arts Night, Parent Meetings, Student Fairs and museums, etc.)</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</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>	School staff provides services to students during school hours. School staff conducts outreach to families in collaboration with social services agencies.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	The school counselor provides information to our 8th graders regarding academic preparation and how it aligns to future aspirations for college and career.	
<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>	The School encourages high performing students to plan on taking advanced courses during 8th grade (ie: algebra before school at SXU) and during high school. The school provides support to students on their aspirations and goals through a rigorous academic program and to explore paths of interest (arts, music, athletics, academics, etc)		
<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>	The school provides a variety of after school activities to build leadership and nurture talents and interests: sports, student council, chorus, C3 Club, Booster Program. However, the greater participation in programs comes from neighborhood opportunities		

## School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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 promotes preparatino, participation and performance on the Explore Exam.	
	<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>		
	<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>	The school works to ensure effective transition into our school at kindergarten or any year the child transfers into our building and as they graduate and transition to high school.	



## School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<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>	<p>School allocated discretionary spending to align with needs and strategic priorities.</p> <p>School actively identifies and pursues opportunities for outside funding and community partnerships to help meet school needs. (ie: PTT fundraising supports school assemblies and technology, community fundraising supports PBIS incentives, etc)</p> <p>School maintains focus on the use of resources for the growth of all students both academically and social/emotionally.</p>	
	<b>Building a Team</b> ----->			3
	<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>	<p>Very limited, if any, hiring occurs on an annual basis at the school. When hiring occurs, school actively looks to the pool of potential staff members through prior internships/student teaching, volunteer work or substitute teaching. Also, grade level teams have input into the need desired from the candidate in regards to knowlege and expertise to best complement existing team.</p>	
<b>Use of Time</b> ----->			3	
<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>	<p>The school schedule allows for regular and meaningful collaboration time for the teacher teams. Grade levels have common prep time before school and during the day for 50 mins. Struggling students receive structured intervention in the same dedicated periods each week.</p>		

## 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

The Cassell Learning Community is dedicated to cultivating an environment that encourages academic and personal growth through the integration of fine arts and technology. Best practices will aid all students to attain academic excellence, acquire skills to take ownership of their education, and to meet the demands to be college and career ready. Students will become life long learners that will lead and influence the global society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Through the understanding and implementation of the Common Core State Standards the percentage of 3rd-8th grade students at or above grade level in reading and math will increase on the NWEA; to build a professional learning culture to allow for teacher collaboration to develop a common understanding across all grade levels.	To increase the percentage of 3rd -8th graders at or above grade level on NWEA through the implementation of the Common Core State Standards. Students in 3rd-5th are currently at 54.7% R/48.5M while 6th-8th are at 61%R/43.6M at or above grade level. During '11-12 the 3rd-5th graders will strive to achieve 57%R/49%M, while 6th-8th grade will strive to 64%R/46%M; During '12-'13 the 3rd-5th graders will strive to achieve 59%R/51%M, while 6th-8th grade will strive to achieve 67%R/47%M; During '13-'14 the 3rd-5th graders will strive to achieve 62%R/53%M, while 6th-8th grade will strive to achieve 70%R/49%M
2	Through the implementation of RTI, teachers will provide reading and math interventions to students in K-2nd as determined by the beginning of year and middle of year assessments on Dibels/Mclass.	To increase the percentage of students in K-2nd at Benchmark on Dibels & Mclass through classroom interventions and intensive intervention groups. Currently K-2nd students are at 62.5%R/40%M; During the '11-'12 school year students will strive to the 66%R/42%M; During the '12-'13 school year students will strive to the 69%R/44%M; During the '13-'14 school year students will strive to the 72.5%R/46%M.
3	Build parent, student and staff support to raise the school attendance rate which will aide in increasing overall instructional time and assessment scores.	Cassell attendance rate is currently 94.4%. During the '11-'12 thru '13-'14 school years we will strive to maintain a 95% attendance rate.
4		
5		



## 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
Through the understanding and implementation of the Common Core State Standards the percentage of 3rd-8th grade students at or above grade level in reading and math will increase on the NWEA; to build a professional learning culture to allow for teacher collaboration to develop a common understanding across all grade levels.	To increase the percentage of 3rd -8th graders at or above grade level on NWEA through the implementation of the Common Core State Standards. Students in 3rd-5th are currently at 54.7% R/48.5M while 6th-8th are at 61%R/43.6M at or above grade level. During '11-12 the 3rd-5th graders will strive to achieve 57%R/49%M, while 6th-8th grade will strive to 64%R/46%M; During '12'-13 the 3rd-5th graders will strive to achieve 59%R/51%M,

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each classroom will conduct an audit of existing texts to align to the Common Core State Standards	Instructional Materials	All	Teachers	Summer 2012	Quarter 4		
Allocate funds for professional development, extended work day and substitutes.	ILT/ Teacher Teams	All	Admin & ILT	Summer 2012	Summer 2013		
Access educational opportunities/texts thru the use of technology. Ie:iPads and computers	Instruction	All	6th-8th Teachers	On-going	On-going		
Analyze NWEA data to differentiate instruction and assessments.	ILT/ Teacher Teams	All	ALL	On-going	On-going		
Develop intervention blocks for students needing support as determined by NWEA data to improve overall percentage of students at or above grade level.	Instruction	All	3rd-8th Teachers, Admin, ILT	On-going	On-going		



**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
Through the implementation of RTI, teachers will provide reading and math interventions to students in K-2nd as determined by the beginning of year and middle of year assessments on Dibels/Mclass.	To increase the percentage of students in K-2nd at Benchmark on Dibels & Mclass through classroom interventions and intensive intervention groups. Currently K-2nd students are at 62.5R/40%M; During the '11-'12 school year students will strive to the 66R/42%M; During the '12-'13 school year students will strive to the 69R/44%M; During the '13-'14 school year students will strive to the 72.5R/46%M.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop intervention blocks for students needing support as determined by Dibels & MClass data to improve overall percentage of students meeting benchmarks.	Instruction	All	K-2 Teachers, Admin, ILT	On-going	On-going		
Utilize technology programs to support RTI Interventions needed for students as determined by assessments.	Equipment/Technology	All	K-2 Teachers, Librarian/Tech	On-going	On-going		Compass Learning, ST Math, Easy CBM, etc
Professional Development to continue understanding of the RTI process and the various interventions models available.	Professional Development	All	Teachers, Admin, ILT	On-going	On-going		
Schedule teacher collaboration, planning and implementation of RTI.	Instruction	All	Teachers, Admin, ILT	On-going	On-going		
Purchase a .5 RTI Teacher	Instruction	All	Admin	Summer 2012	Summer 2012		



**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
Build parent, student and staff support to raise the school attendance rate which will aide in increasing overall instructional time and assessment scores.	Cassell attendance rate is currently 94.4%. During the '11-'12 thru '13-'14 school years we will strive to maintain a 95% attendance rate.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase communication with school families informing and reminding them of the impact attendance has on student learning, school funding and school report card.	LSC/ PAC/ PTA	All	Admin, Teachers, para pros	On-going	On-going		
Maintain celebrations, incentives and awards to encourage student participation in achieving exemplary student attendance and/or perfect attendance.	Other	All	Admin, Teachers	On-going	On-going		
Purchase a music position to increase students interest in the school's fine and performing arts school. The additional enrichment class is being add to encourage student attendance in the arts.	Instruction	All	Admin	Quarter 1	Quarter 4		



**Strategic Priority 3**




**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