

# George F Cassell Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Eileen Scanlan	Principal	emcsanlan@cps.edu	Has access
Julie Pienta	Parent	jashwarz@cps.edu	Has access
Elaine Cloney	LSC/Jr. High Science	acloney@cps.edu	No Access
Amy Cohan	Jr. Reading	atcohan@cps.edu	No Access
Jeane Zaper	Intermediate	jrzaper@cps.edu	No Access
Caitlin Noonan	Primary	cnoonan@cps.edu	No Access
Kay Lynch	Fine Arts	mlynch@cps.edu	No Access

### Team Meetings

Date	Participants	Topic
01/08/2020	CIWP Team	Discussion on how to include teacher, staff and parent input on new CIWP plan
02/13/2020	CIWP Team	Rate SEF - discussion on curriculum/instruction; planning for math night
02/27/2020	CIWP Team	Determining goals- reievew of data/root cause analysis; math night planning
03/03/2020	CIWP Team	Strategies
04/23/2020	CIWP Team	Strategies

### Framework

#### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Principal shares State of the School Address with stakeholders; 5 Essentials rated Effective Leaders and Collaborative Teachers as VERY STRONG. Effective Leaders rated "Very Strong" (Five Essentials) Collaborative Teachers rated "Very Strong (Five Essentials) All teachers are rated proficient or higher 4d and 4e. Data is used in Teacher Team Meetings, ILT, Culture and Climate Meetings, and administrative meetings to inform decision making and implement interventions. Communicates with stakeholders as are newsletters/Facebook/letters/school website. The term "safe practice" is part of the school's common language, as well as teacher autonomy
- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Continue to work on additional opportunities for teachers to collaborate across teacher teams that do not share common prep times. Teachers meet weekly to focus on assessment data, students in need of intervention, and planning. Teacher teams are inclusive of general education

and special education teachers. Teams are supported by team members who also are part of the ILT, RTI, Attendance and PBIS Teams. Teacher schedules have daily one hour common planning for most K, 1-2, 3-5, and Junior High School uses after-school Flex PD once a month after school; Teachers participate in Looking at Student Work protocols Teachers share best practices ;Teacher conduct informal peer to peer observations Collaborative Teachers rated "Very Strong (Five Essentials); Collaborative Practices rated "Very Strong (Five Essentials) Quality Professional Development rated "Very Strong (Five Essentials) ILT (now merged with PPLC for more uniformity) meets every 2 weeks throughout the entire school year; Agendas are created and followed for each meeting. Data is analyzed in each meeting such as NWEA and Off Track. ILT helps makes decisions around professional development that have included looking at student work, informal peer to peer observations, unit mapping, and using rubrics to provide quality feedback. Effective Leaders rated "Very Strong" (Five Essentials); Collaborative Teachers rated "Very Strong (Five Essentials) All teachers are rated proficient or better in 4a, 4d, and 4e. Creating special education schedules first for annual planning.. Technology is distributed equally. Trying and discover ways to provide resources to teachers so they can work with students before and after school time- some after school tutoring opportunities but looking to broaden opportunities.. Providing resources toward special education. Effective Leader rated "Very Strong" (5 Essentials Survey); Collaborative Teachers rated "Very Strong" (5 Essentials Survey) Supportive Environment rated "Very Strong" (5 Essentials Survey); Involved Families rated "Very Strong" (5 Essentials Survey) Ambitious Instruction rated "Very Strong" (5 Essentials Survey) School has not lost a teacher to another school or school district. We are the only CPS Best Buddies Chapter in the district for Middle School (5-8) All teachers are teaching subject in which they are highly qualified We are a Fine Arts School. The school hosts a Fall and Spring mini performance, a winter all school show where 500 parents attend, and an end of year musical where 500 parents attend.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Curriculum has been and will continue to remain a focus for Cassell; understanding the standards in both math and reading, unpacking during GLM's; aligning resources to CCSS; currently reviewing different curricula for rigorous math instruction; implemented Foundations with fidelity and success. We have purchased new SS, Science, and ELA programs, but still need to build upon them
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership

- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Evidence of scaffolding and differentiation in most classrooms; Math Centers/Guided Math; Guided Reading fully implemented with success in primary grades; increasing novel studies and moving away from the basal in 3rd - 5th to ARC curriculum; building Social Studies and Science Teachers engage in learning walks to gauge rigor and new instructional approaches (Math Talks & 3 Acts); aligning current curricula interim assessments to NWEA in GLM's; more examinations of formative assessments to occur in GLM's
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Teachers use the standards when grading and enter into Gradebook to show mastery; there has been an increase in interim assessments and standards based grading in most of the grades; teachers have implemented a stronger process for students to retake assessments to build Culture of Learning; teachers use NWEA scores to have data talks with students and set goals
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Although there is a lack of personnel to provide Tier 2 supports, the MTSS process is streamlined and effective, as evidenced by students' placement in Diverse Learners classrooms or grouped according to need in the classroom; Administration uses On Track information to hold conferences with students and parents who are at risk of failure and/or are chronically absent; we will be working on providing more time for MTSS team and teachers to meet with each other AND parents, as lack of time is currently our biggest weakness
- 4 - Transitions, College & Career Access, & Persistence
  - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Collaborative Teachers rated "Strong" (5 Essentials) Supportive Environment rated "Strong" (5 Essentials) All teachers rated proficient or better in 2b in REACH Students in grades 3-8 set NWEA Reading and Math Goals at the beginning of the year; continue with data talks using templates in student planners Teachers focus on Math Talks, The 3 Acts of a Mathematical Story, Guided Reading/Centers, Guided Math/Centers, differentiation - promoting inquiry and choice Teachers incorporate multiple approaches to learning through multimedia sources Focus on High Expectations, Grit, Growth Mindset; students know that through mistakes learning happens Balanced Assessment and Grading; teachers approaching standards based grading; School Counselor provides direct assistance with high school application and planning

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

- **Evidence:** Teachers participated in Restorative Justice PD and employ strategies in their classroom Administration, Counselor, Social Worker, and many teachers act as counselors for many students going through difficult times Social Emotional Learning evident in lesson plans; integrated into instruction 5 Essentials positive results from student surveys The school teachers, administration and staff work with the school community to provide opportunities for students and families to engage in authentic, positive experiences with the school through Fine Arts Night, Fine Arts Program performances, PTA Events, Friends of Cassell, NJHS, Student Council, Open House, Kindergarten workshops, etc. Involved Families and Supportive Environment rated Very Strong and Strong (respectively) on Five Essentials
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 4 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 4 Take informed action where they work together to propose and advocate for solutions
  - 4 Experience a schoolwide civics culture
  - **Evidence:** Supportive Environment rated "Strong" in Five Essentials We have a wide range of extracurricular activities such as NJHS, Student Council, before and after School band, choir, and rehearsals; Garden Club, Farm Club, Builder's Club, Best Buddies, Safety Patrol; newly reorganized Cassell Athletic Association in 2017-2018
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** New Camera/Security system 2018 Weighted Sentry Stations to block hallways during events 2018 Keypads on doors 2017 Staff assigned to all doors and posts before and after school, every day Traffic controlled with one way signs in 2017-2018 Improved Blue Card system in 6th - 8th that employs student planners and student accountability Full time security guard Monthly fire drills; other drills are practiced regularly and followed Yacker Tracker in lunchroom to lower noise level Recess locations are assigned by classroom so students have their own area to play Junior High morning meetings with parents following excessive blue card checks Rules and Expectations are clear to students, posted throughout the school, and reiterated by all Hallways and classrooms have Noise Level expectations (zero noise in hallways) PBIS revamped to focus on the entire class through the use of Cassell Coins and monthly rewards All classrooms have their own system to monitor behavior fairly and equitably School follows the CPS Student Code of Conduct; reviewed with students at the beginning of the year Staff and students question any visitor who does not have a badge/identifying information Parent Volunteer screening process following CPS guidelines, as well as teacher communicating when they can visit/volunteer
- 4 - Supportive and Equitable Approaches to Discipline

- 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** PBIS Cassell Coins for whole class behavior rewards Individual classroom behavior systems (color coded, clip placement, rewards, etc.) 8th Grade Contract Revamped Blue Card system that places more responsibility on the student and communicates behavior to parents Random Blue Card checks to reward positive individual behavior MTSS Social/Emotional/Behavior Meetings with parents on Monday and Tuesday mornings, as needed ?RedSlips ?Restorative Justice and Playworks PD for teachers and staff Restorative Justice practices implemented throughout the school Buddy Classrooms for students and teachers; students reflect on how to change their behavior Strictly adhering to Student Code of Conduct Recess/Lunch time with administration or counselor to reflect on changing behavior and repairing relationships Minimal OSS and ISS; 1-2 students a year Revamped Discipline Referral that includes teacher input on the result/consequence of the behavior
  - 4 - Family & Community Engagement
    - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
    - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 4 Partner equitably with parents speaking languages other than English
    - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
    - **Evidence:** Involved Families rated "Very Strong" on 5 Essentials Active PTA that supports the school in fundraising, Fine Arts Nights, orientation, room parents, ect. Newly formed board of parent volunteers and parent coaches under the Cassell Athletic Association (CAA) that provides opportunities for students to participate in a variety of athletics that compete against local public and private schools Parent Volunteers in classrooms; survey extended for more parents to share ideas on how to volunteer Fine Arts Committee comprised of parent volunteers plan events with teachers and fundraise for Fine Arts Program; helps with Fine Arts nights, the winter and spring performances School provides space for Girl Scouts to meet Best buddies is supported through parent volunteers St. Baldricks Newly formed Friends of Cassell, a parent led non-for-profit to extend fundraising to benefit the school Parent observations in classrooms
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# School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	3
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

### Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

### Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Growth G3-8 (Math)  Latino males were 13 points lower than our overall math growth of 72nd percentile	Latino (Male)		63.00	66.00
Vision: NWEA Attainment G2 (Reading)  G2 was reported as almost 17 points behind our overall school reading attainment in 3-8	Overall		72.00	75.00
Vision: Attendance Rate  We have improved for 3 years with overall attendance rate but need to continue to focus on this area and keep our trend	Overall		95.00	95.20
(Blank)				
(Blank)				

**Required metrics (Elementary) (33% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Well organized					

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

**Strategies**

**Strategy 1**

If we do...	continue an engaged community of writers in K-8th grade utilizing either Lucy Caulkins Units of Study Writer's Workshop or ARC writing by teaching students the writing process, how to write for various purposes as well as use the correct grammar and conventions
Then we see...	students planning, organizing, reviewing, researching, and writing for various audiences and purposes, and in all other content areas
which leads to...	an increase of writing development as well as a confidence and appreciation for writing; increased Agency, Identity and Authority, and improved oracy skills in collaborative groups
Budget Description	Exploring grammar curriculum to incorporate K-8 in alignment with our current writing programs. Professional development to continue development of our teaching of writing as well as new grammar focus.
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Teachers will have literacy blocks to define instructional time specifically for writing Tags:</li> <li>• (Postponed) Teachers fully implement a Balanced Literacy Classroom Environment, with Writers' Workshop (modeled, shared, independent with conferring) Tags:</li> <li>• (On-Track) Students engage in collaborative group work and use oracy skills to provide focused feedback to in peer reviews, as part of the Writer's Workshop Tags:</li> <li>• (Not started) CIWP Team to finalize new grammar curriculum to incorporate into writing instruction. Tags:</li> </ul>

**Strategy 2**

If we do...	Read, understand, and deconstruct and consolidate the CCSS in both Math and ELA to align instruction to students' needs; and Focus on understanding, deconstructing, and planning out the CCSS standards in Math and ELA, align to current and future curriculum & instruction to meet students' needs, and use common assessments to monitor students' progress
Then we see...	Collaborative conversations and collective clarity on what we want our students to know and be able to do, identification of the depth of knowledge required of the standards,

	common formative and summative interim assessments, and all students learning at high levels according to their needs
which leads to...	leads to more thoughtful lesson design, balanced assessment and grading, less reliance on instructional tools and more on what students need, and students meeting or exceeding their attainment and growth targets.
Budget Description	Summer bucket for teacher planning time is essential to do standards alignment work; funds to host family engagement events.
Tags	Instruction
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Teachers meet over the summer and in the first days of school to map out a plan for deconstructing standards in both reading and math, using vertical and horizontal planning discussions  Tags:</li> <li>• (Not started) Engage parents in standards based instructional family nights to incorporate classroom instruction at home  Tags:</li> <li>• (Not started) Teachers will collaborate on and evaluate summative and formative assessments and their alignment to the standards  Tags:</li> <li>• (Not started) CIWP Team will review assessments to assure there is a calibration of high alignment and student rigor to the assessments; focusing in main content areas  Tags:</li> </ul>

**Strategy 3**

If we do...	Work to further utilize and incorporate the integration of the Fine and Performing Arts throughout our school curriculum, professional development and school community
Then we see...	all stakeholders will develop their abilities to work within a collaborative setting, using multiple approaches and fully integrating the arts into our educational practices
which leads to...	students meeting or exceeding their attainment and growth targets, an increase in student attendance, and a decrease in student discipline.
Budget Description	Our fine arts program with the exception of teacher positions runs typically through the support of independent funding by our arts committee.
Tags	Arts Education: Authentic Arts Integration

Action steps	<ul style="list-style-type: none"> <li>• (Postponed) Designate an Arts Liaison to serve as a communicator, coordinator and cheerleader for all arts programs and activities in the Cassell Community</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Fine Arts Committee will plan performances and events throughout the Cassell Community, involving parents, students, staff and community partners.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Continue and build on existing programs including: Concert Choir, Symphonic Choir, Little Kids Rock Band and Concert Band.</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

On-Track Oct 05, 2020

Teachers will have literacy blocks to define instructional time specifically for writing

Sep 08, 2020 to Sep 30, 2020 - Teachers K-8

Postponed Oct 05, 2020

Teachers fully implement a Balanced Literacy Classroom Environment, with Writers' Workshop (modeled, shared, independent with conferring)

- Teachers K-8

On-Track Dec 02, 2020

Students engage in collaborative group work and use oracy skills to provide focused feedback to in peer reviews, as part of the Writer's Workshop

- Teachers K-8

CIWP Team to finalize new grammar curriculum to incorporate into writing instruction.

- CIWP Team, Admin

### Strategy 2

Teachers meet over the summer and in the first days of school to map out a plan for deconstructing standards in both reading and math, using vertical and horizontal planning discussions

Aug 03, 2020 to Sep 04, 2020 - K-8 Teachers

Engage parents in standards based instructional family nights to incorporate classroom instruction at home

- K-8 Teachers

Teachers will collaborate on and evaluate summative and formative assessments and their alignment to the standards

- K-8 Teachers

CIWP Team will review assessments to assure there is a calibration of high alignment and student rigor to the assessments; focusing in main content areas

- CWIP Team

### **Strategy 3**

Postponed Oct 05, 2020

Designate an Arts Liaison to serve as a communicator, coordinator and cheerleader for all arts programs and activities in the Cassell Community

Sep 08, 2020 to Sep 30, 2020 - Arts Liaison and Fine Arts Committee

Fine Arts Committee will plan performances and events throughout the Cassell Community, involving parents, students, staff and community partners.

- Arts Liaison and Fine Arts Committee

Continue and build on existing programs including: Concert Choir, Symphonic Choir, Little Kids Rock Band and Concert Band.

- Music Teacher & Admin

## **Fund Compliance**

### **ESSA Program**

[ ]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[X]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

(Blank)

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

(Blank)

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

(Blank)

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

(Blank)

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

(Blank)

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

(Blank)

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

(Blank)

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

(Blank)

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

(Blank)

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

(Blank)

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

(Blank)

## **ESSA Targeted Assistance Program**

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## **Parent Involvement and Schoolwide Programs**

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## **Parent and Family Plan**

### **Parent and Family Engagement Policy (Complete)**



**Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.**

We are not a title 1 school and do not complete this plan and policy.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

We are not a title 1 school and do not complete this plan and policy.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

We are not a title 1 school and do not complete this plan and policy, however parents are welcomed at monthly LSC meetings. They are also encouraged to conduct regular conversations with their child's teacher and complete the school's family survey during the 3rd quarter.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

The school counselor distributes the reports to classroom teachers for distribution annually.

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

A school letter will be sent home with students at any time this occurs.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

We are not a title 1 school.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Resources will be provided through classroom teachers and RTI support staff as needed. Meetings will be held with RTI support staff to support parents as needed.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.**

During back to school professional development these topics will be covered with all staff members.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

We are not a title 1 school and these programs do not exist within our school.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

We use our school website and Monday Mail for all communications

### Policy Implementation Activities

**The LSC will approve the school improvement plan and monitor the CIWP.**

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

**Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)**

n/a

### School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

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.

**The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.**

End of 1st and 3rd quarters

**The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.**

Progress reports each quarter after 5 weeks and report cards at the end of the 10 week quarter.

**The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.**

Teachers are available for scheduled appts. They are available 7:45am-8am on Mondays and Tuesdays. Available by email as well.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

Parents can actively participate through our PTA, classroom and field trip opportunities, Fine Arts Committee

**The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).**

Parents are supported to sign up for Parent Portal and review their child's grades regularly and assure daily attendance.

**The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.**

Parents are encouraged to complete annual survey during report card pick up in the 3rd quarter.

**The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).**

Students are encouraged to maintain 95% or better attendance, be timely, follow our PBIS focus and be prepared for class daily.

## Parent Budget (Complete)

**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to**

**increase student academic achievement through parental and family engagement involvement; specify your goals.**

We do not receive title 1 funds.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00

<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00
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