School Improvement Plan Linkages Chart
Cashell Elementary School
2014-2015

ORGANIZATION PERFORMANCE RESULTS

GRADE 3	# PROFICIENT	%PROFICIENT
Map-M	35/46	76%
Map-R	34/46	74%
GRADE 4		
Map-M	44/47	94%
Map-R	44/47	94%
GRADE 5		
Map-M	33/38	87%
Map-R	37/38	97%

LEADERSHIP

Vision Statement: Cashell students will become respectful adults who are motivated and inspired to achieve success and to contribute their knowledge and talents to society.

Communication: PTA meetings, Website, Parent Newsletters, Parent Participation on Leadership Team

Monitoring: Data Chats, Lesson Plans, Marking Period Meetings, Targeted Interventions, Meeting Evaluations
Core Team Meetings, Walkthroughs

STUDENT AND STAKEHOLDER FOCUS

As a result of the root cause analysis it was revealed that:

Students need to:

- Receive differentiated small group instruction within the classroom to support reading comprehension in Pre-K-Grade 5, including all special education classes.

Teachers need to:

- Use collaborative planning sessions to develop differentiated plans for small group instruction.
- Develop/select and analyze formative assessment tools for guided reading to monitor and plan for student learning.

Leaders need to:

- Support teams in planning for small group instruction.
- Use resources and staff supports to assist staff members in collaborating and reflecting on instructional practices.
- Facilitate a meeting with parents to review the 21st century classroom and explain Tech Mod.

STRATEGIC PLANNING
Grades K - 5

Teachers will consistently implement Curriculum 2.0 to support the achievement of all students in Grades Pre-K – 5 (including special education), with an emphasis on providing appropriate differentiation, targeted supports, and interventions to ensure students are reading at proficient and/or advanced levels as measured by mClass and MAP-R.

MEASUREMENT & ANALYSIS

Formative Measures:
  -Reading data chats
  -Use of common formative assessments
  -MAP-R, mClass/running records
  -Leveled Literacy Intervention, Fountas & Pinnell
  -Grade level writing with an emphasis on informational text
  -Use of informal surveys to measure student/staff engagement
Summative Measures:
  -MAP-M; MAP-P; MAP-R
  -Gallup Staff/Student Engagement Survey

FACULTY AND STAFF FOCUS

Training and Development:

- Book Study: Notice & Note and The Daily Five
- Peer Visits with Reflection
- Team data chats after formative data, MAP-R, and mClass
- Equitable Practices
- Focus on common team planning time
- Developing common formative assessments to support Curriculum 2.0
- Universal Design for Learning (UDL)
- Documentation of Interventions (DOI)

Staff/Student Engagement:

- Staff Recognition Bulletin Board
- Student Recognitions: Study Island; Principal's Writing Award; Character Counts Awards (High Fives)

PROCESS MANAGEMENT

Beginning with the Leadership Team we have drilled down to find the root causes for achievement gaps in at risk subgroups and identified the following tools to monitor student progress:

- Team Data chats and review of student work
- MAP-R, mClass
- Equitable Practices in Classrooms
- Data-driven decision making
- Pre/Post Intervention Data
- Effective team short and long range planning
- Extended planning times in Grades K-5 to implement Curriculum 2.0

When:
August – Presentation
November and May – Formal Review

October 3, 2014