



2012-2014 Continuous Improvement Work Plan

Rodolfo Lozano Bilingual & International Ctr ES

Fulton Elementary Network

1501 N Greenview Ave Chicago, IL 60622

ISBE ID: 150162990252303

School ID: 610029

Oracle ID: 24101



Mission Statement

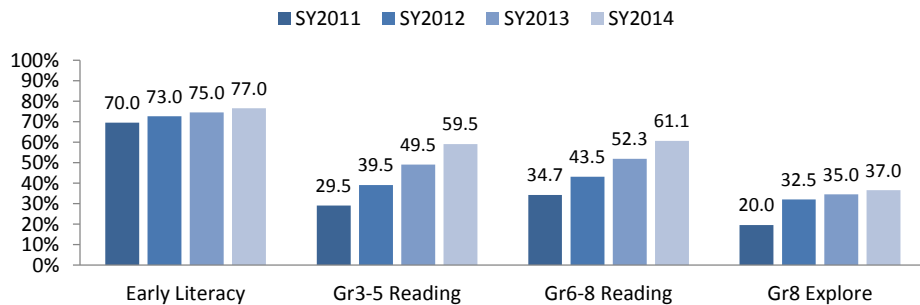
At Rodolfo Lozano Bilingual and International Magnet School we offer a high quality dual language education to children in grades Pre-K through eight. We operate on the premise that every child can develop the competency to be college and career ready. Lozano provides children with an academically rigorous educational model which embraces human communication, understanding, empathy and appreciation of diversity. We strive to prepare children to exemplify the qualities of global citizenship to meet the demands of a globally competitive society. Lozano is committed to establishing collaborative and caring learning communities amongst children, teachers, and parents.

Strategic Priorities

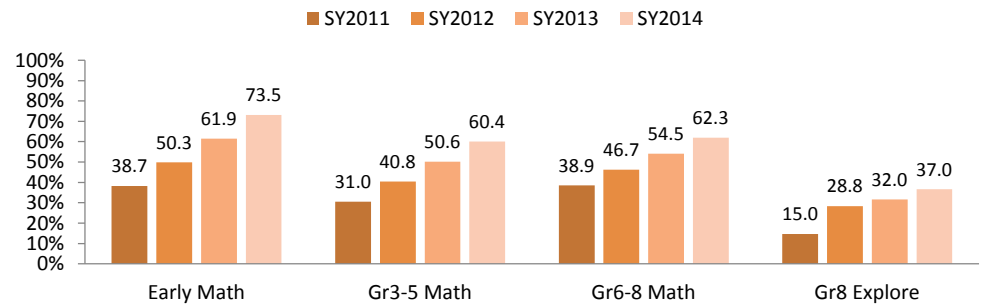
- 1. Literacy- Lozano aims to enhance varied and rigoros literacy lessons and activities, designate more time and experiences to practice reading. This is needed in order to raise literacy scores in Lozano school between 5% and 10% by the end of 2012-2013 school year. In addition, Hands-on Science material will be purchased to enhance
2. Math - Lozano will re-align the math curriculum at a school wide level. It will use manipulatives and resources to engage students in deeper math thinking. As a result, students will demonstrate gains between 5% and 10% in ISAT by the end of 2012-2013 school year.
3. Best Practice- To ensure that all teachers are utilizing materials appropriatly following outline curriculum and using prooven teaching methods to ensure that performance goals in literacy and math are met.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Rodolfo Lozano Bilingual & International Ctr ES

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Colleen Scampini	Classroom Teacher
Deborah Pryor	Classroom Teacher
Gina Delia	Classroom Teacher
Candice Cohen	Special Education Faculty
Adriaba Ibarra	ELL Teacher
Shannon Norwood	Lead/ Resource Teacher
Maria Gomez	LSC Member
Luz Figueroa	Assistant Principal
Maria Aguilera	LSC Member
Terri Campos	Principal
Bella Rudnick	Classroom Teacher
Sylvia Martinez	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	70.0	73.0	75.0	77.0		<b>Early Math</b> % of students at Benchmark on mClass	38.7	50.3	61.9	73.5
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	29.5	39.5	49.5	59.5		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	31.0	40.8	50.6	60.4
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.7	51.0	53.0	57.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	54.3	58.2	62.0	65.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	34.7	43.5	52.3	61.1		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	38.9	46.7	54.5	62.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.0	55.0	57.0	59.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.6	59.2	61.2	63.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	20.0	32.5	35.0	37.0		<b>Explore - Math</b> % of students at college readiness benchmark	15.0	28.8	32.0	37.0



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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	94.8	95.0	95.1	95.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	0.9	0.9	0.8	0.7

## 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	69.8	72.0	75.0	77.0		<b>ISAT - Reading</b> % of students exceeding state standards	11.3	15.0	16.0	18.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	77.6	79.0	81.0	83.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.3	11.0	13.0	15.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.0	65.0	67.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	1.9	2.3	3.0	3.4

## 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>The school began a goal sheet to monitor student progress. Teachers meet one-one with students to articulate their status. They are in the process of creating a clear strategic plan.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal has created a learning system where she offers frequent feedback to teachers. The principal has goal monitoring and benchmarks to connect to instruction. We are in the early stages of nurturing a college and career ready culture. Our challenge is to become better at parental involvement.</p>	

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<b>Teacher Leadership</b> ----->			<b>2</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>- RtI 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>Lozano is trying to ensure that there is a balanced distribution of work for all teachers. Teachers are working towards sharing their practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</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 team works continuously to improve instruction. The attend Common Core meetings and have numerous opportunities to share information with staff. They have worked in CIWP and established criterion that is rigoros and intentional in instrucion.</p>	
<b>Monitoring and adjusting</b> ----->			<b>3</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>The school meets periodically to analyze data. On a weekly basis teacher meet in bands to discuss academic achievement. The analysis of the data is used to drive instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Each grade level is workin towards creating a year-long scope and sequence that teachers will use to drive instruction. As a live document, they will be able to adjust and calibrate as needed. Currently, the ILT is assessing the school staus and working towards aligning the maps. This is being organized through CIWP planning.</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><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>The teachers are working towards ensuring they receive all the necessary resources to prepare for instruction. Lozano is working towards building a stronger assessment method to ensure there is frequent progress monitoring and deliver of lesson is adjusted.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>2</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers are still working towards communicating with students the standard-based learning objective, directions and procedures. Teachers are also working on the level of questioning for each student. Scaffolding is still in progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>There are regular meetings that are held to evaluate ongoing processes and needs. The school is working towards improving a systematic approach to administering diagnostic assessments to identify skills that have not been mastered.</p>	
	<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>Professional Development has been focused on teacher's opportunity to grow. School-wide structures are being developed to ensure that professional development is meaningful and intentional.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet on a regular basis to discuss student achievement. Teachers are beginning to share ownership for results in student learning. Teams are inclusive across all disciplines.</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>Teachers have been assigned coaches at a peer level. Each administrator is assigned to a band of teachers. New teachers have a mentor at Lozano, Administrator point person and a Coach from their respective program. Teachers are continuously receiving feedback regarding their professional growth. Teachers will begin to launch cross classroom visitations as a way to build capacity</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>School prepares students by offering workshops and informational sessions. There are visuals on the 3rd floor that remind students of colleges they may aspire to attend. Every student has the opportunity to meet with the school counselor to discuss their future and to assist them in the High School process. There is an active student council that assists the school in incentive initiatives.</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>Teacher and school counselor are always available . Student council speaks to students and brings concerns to administration. All students participate in school-wide assemblies. Numerous assemblies are culturally driven.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Discipline is enforced and student accountability is on the forefront. Students are offered support to ensure behavior is modified with positive results.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>		
	<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>progress reports and failure warning is communicated to parents. Teacher communicates with parents via conferences, notes and phone calls. The school has a website to share any information that needs to be updated.</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>Lozano has a parent room where parents are welcomed to use. They hold meetings, classes and use the room to assist teachers with projects. Parents have workshops that are focused on ways to help their children become successful students. There are numerous activities during the school year that engage parents. Dia Del Nino, Mother's Day, Reading Night, Science Night, Cultural Fair.</p>	

### 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>Specialized support</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>			
<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>	College is discussed with High School Conselor for students in 6-8. There is more focus on High School selection and qualifications necessary to become successful.		
<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>	College and career materials are available for all students.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->				<b>4</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>	Partnership with ASPIRA has offered us the opportunity for students to participate in sports and Fine Arts.		

N 6: College and Career Readiness Supports

**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>DIMENSIO</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>	6-8th grade teachers are continuously speaking to students about higher education. Administration brings in various resources for students to review and for parents to be informed about educational opportunities.	
	<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>2</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 ILT team is working on ensuring that there is an effective transitional plan.	



**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 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	The school is allocating technology and hands on material for students to use to enhance learning. The school has also reserved money for after school academic activities.		
	<b>Building a Team</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Hiring is based on needs of the school to strengthen instruction. Yes, there is a team that is part of the interview process. Yes, the school is working on course teams that are reflected on certification, knowledge, and expertise.		
<b>Use of Time</b> ----->				<b>3</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>			

Date Stamp November 22, 2012



## Mission & Strategic Priorities

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

### Mission Statement

At Rodolfo Lozano Bilingual and International Magnet School we offer a high quality dual language education to children in grades Pre-K through eight. We operate on the premise that every child can develop the competency to be college and career ready. Lozano provides children with an academically rigorous educational model which embraces human communication, understanding, empathy and appreciation of diversity. We strive to prepare children to exemplify the qualities of global citizenship to meet the demands of a globally competitive society. Lozano is committed to establishing collaborative and caring learning communities amongst children, teachers, and parents.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy- Lozano aims to enhance varied and rigoros literacy lessons and activities, designate more time and experiences to practice reading. This is needed in order to raise literacy scores in Lozano school between 5% and 10% by the end of 2012-2013 school year. In addition, Hands-on Science material will be purchased to enhance literacy in Science. Lozano is focused on raising Science scores by 5%.	Based on summative and formative data, we know that our students need an increase of literacy skills and practices to be college and career ready.
2	Math - Lozano will re-align the math curriculum at a school wide level. It will use manipulatives and resources to engage students in deeper math thinking. As a result, students will demonstrate gains between 5% and 10% in ISAT by the end of 2012-2013 school year.	It is important for students to mathematically be able to be college and career ready to compete in a global society. Comp stmts to apply real world situations.
3	Best Practice- To ensure that all teachers are utilizing materials appropriately following outline curriculum and using prooven teaching methods to ensure that performance goals in literacy and math are met.	Based on summative and formative we know that we need to align best practices for instructions across the curriculum for all teachers. Lozano is getting ready to embrace Common Core, through Best Practice, we will be able to achieve this task.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Literacy- Lozano aims to enhance varied and rigorous literacy lessons and activities, designate more time and experiences to practice reading. This is needed in order to raise literacy scores in Lozano school between 5% and 10% by the end of 2012-2013 school year. In addition, Hands-on Science material will be purchased to enhance literacy in Science. Lozano is focused on raising Science scores by 5%.	Based on summative and formative data, we know that our students need an increase of literacy skills and practices to be college and career ready.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Offer an opportunity for students to read daily independently self selected literature at their level	Instruction	All	Homeroom Teacher and Principal	Quarter 1	Quarter 4		
Hire a library/computer teacher for 2 periods a week to implement reading activities and lessons	Staffing	All	Principal	Summer 2012	Quarter 1		
Organize bi-weekly skills schedules based on Common Core Standards in literacy. This will be worked on at a school-wide level	Instruction	All	ILT Team	Quarter 1	On-going		
Create specific school-wide parent opportunities for involvement in literacy.	Parental Involvement	All	ILT Team/Librarian/Reading Teachers	Quarter 1	On-going		
Organize, implement, monitor and assess usage of a curriculum for Tier III	Instruction	All	teachers principal	Quarter 1	On-going		
Every teacher will create a Unit Plan for the content area that they are teaching	Instruction	All	teachers principal	Quarter 1	On-going		
Offer After-School Reading support for struggling students hire teachers and aide to assist in the program	After School/ Extended Day	All	Principal	On-going	On-going		
Hire two additional teachers in 2-4 band to reduce class size	Instruction	English Language Learners	Principal	Summer 2012	Quarter 1		
Purchase a Reading in Motion Program to support technology	Instruction	All	AP	Summer 2012	Summer 2013		
Purchase Reading Consumables	Instructional Materials	All	AP	Summer 2012	Quarter 4		
Purchase Brainpop software for technology integration	Equipment/ Technology	All	Principal	Summer 2012	Quarter 4		
Lease computers to support literacy in technology	Instructional Materials	All	Principal	Summer 2012	Summer 2013		



Strategic Priority 1							
Hire a school aide to assist in small group instruction in grades K-3	Staffing	All	Principal	Summer 2012	Summer 2013		
Purchase Scholastic News	Instructional Materials	All	Principal	Summer 2012	Summer 2013		
Purchase Science and FOSS kits as a hands-on delivery of instruction in literacy	Instructional Materials	All	Principal	Summer 2012	Summer 2013		
Teachers attend professional development focused on Literacy	Professional Development	All	Principal	On-going	Quarter 4		
Purchase I pads for Pre-K and K to support the Virtual Pre-K and K Program	Equipment/Technology	Other student group	Principal	Quarter 1	Quarter 1		
Purchase a .5 World Language position to strengthen Native Language Instruction.	Other	All	Principal	Summer 2012	Quarter 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
Math - Lozano will re-align the math curriculum at a school wide level. It will use manipulatives and resources to engage students in deeper math thinking. As a result, students will demonstrate gains between 5% and 10% in ISAT by the end of 2012-2013 school year.	It is important for students to mathematically be able to be college and career ready to compete in a global society. Comp stmts to apply real world situations.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Posting math vocabulary in both English and Spanish	Instruction	All	Teacher/Math Committee	Quarter 1	On-going		
Incorporate math manipulatives on a weekly basis	Instruction	All	Teachers/AP	Quarter 1	On-going		
Teachers will have a monthly extended response prompt that will demonstrate the skills students learned during month.	Instruction	All	Teacher/AP	Quarter 1	On-going		
Every student will have an exit slip at the end of the week to be used as a tool to progress monitor	Instruction	All	Teacher	Quarter 2	On-going		
Lozano will use various forms of communicating to parents the math skills being taught	Instruction	All	Math Committee	Quarter 1	On-going		
Offer After-School Math support for struggling students hire teachers and aide to assist in the program	After School/ Extended Day	All	Teacher	Summer 2012	On-going		
Hire two additional teachers in 2-4 band to reduce class size	Staffing	English Language Learners	Principal	Summer 2012	On-going		
Purchase Brainpop software for technology integration	Equipment/ Technology	All	Principal	Summer 2012	On-going		
Purchase Math Consumables	Instructional Materials	All	Principal	Summer 2012	On-going		
Lease computers to support math in technology	Equipment/ Technology	All	Principal	Summer 2012	On-going		
Hire a school aide to assist in small group instruction in grades K-3	Staffing	All	Principal	Summer 2012	On-going		
Purchase a .5 World Language Position to offer Spanish Daily as a venue to reinforce Native Language	Staffing	All	Principal	Summer 2012	On-going		
Purchase math manipulatives for students to use as visuals.	Instructional Materials	All	Principal	Summer 2012	On-going		



### 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
Best Practice- To ensure that all teachers are utilizing materials appropriately following outline curriculum and using proven teaching methods to ensure that performance goals in literacy and math are met.	Based on summative and formative we know that we need to align best practices for instructions across the curriculum for all teachers. Lozano is getting ready to embrace Common Core, through Best Practice, we will be able to achieve this task.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit of all Literacy material in grades K-8 to align with Common Core	Instructional Materials	All	K-8 Classroom and Literacy Teachers	On-going	Summer 2012		
Conduct an audit of all Math and Science materials including manipulatives in grades K-8 to align with Common Core	Instructional Materials	All	K-8 Classroom and Math and Science Teachers	On-going	Summer 2012		
Identify the materials needed for all content area that will allow teachers to deliver quality instruction for 2012-2014 year	Instructional Materials	All	Principal	On-going	Summer 2012		
Order materials needed to complete curriculum unit sets	Instructional Materials	All	Principal	On-going	Summer 2012		
Offer all possible resources to ensure that teachers are well equipped to deliver instruction	Professional Development	All	Principal	On-going	Summer 2012		
All classrooms will color code and post vocabulary in English and Spanish in all content areas	Instruction	All	K-8 Teachers	Quarter 1	On-going		
Each teacher will determine and post an essential question to guide instruction	Instruction	All	K-8 Teachers	On-going	On-going		
Lesson Plans will follow scope/sequence and curriculum map	Instruction	All	K-8 Teachers/Principal	On-going	On-going		
Lesson Plans will demonstrate evidence of small group direct differentiated instruction	Instruction	All	K-8 Teachers/Principal	On-going	On-going		
Lesson Plans will demonstrate the use of leveled readers and content area tradebooks	Instruction	All	K-8 Teachers/Principal	On-going	On-going		
Lesson Plans will include a minimum of 1 hands on activity weekly in all content areas.	Instruction	All	K-8 Teacher Principal	On-going	On-going		
Lesson Plans will show evidence of technology integration in all content areas	Instruction	All	K-8 Teacher Principal	On-going	On-going		
Offer on a quarterly basis opportunities for parents to receive training on ways to help their children become College and Career Ready	Parental Involvement	All	ILT Team	Quarter 1	Quarter 4		



**Strategic Priority 3**

Conduct two informal inventory interviews with students to determine individual learning preferences to use to plan differentiated instruction	Instruction	All	K-8 Teachers	Quarter 1	Quarter 4		
Purchase Parent News informational flyers	Parental Involvement	All	Principal	Quarter 1	Quarter 4		
Field Trips used to make connections of skills being taught in the classroom will be at least 1 every quarter. A minimum of 4 educational trips a year	Instruction	All	K-8 teachers	Quarter 1	Quarter 4		





