



2012-2014 Continuous Improvement Work Plan

Josephine C Locke Elementary School

Fullerton Elementary Network
2828 N Oak Park Ave Chicago, IL 60634
ISBE ID: 150162990252317
School ID: 610041
Oracle ID: 24231



Mission Statement

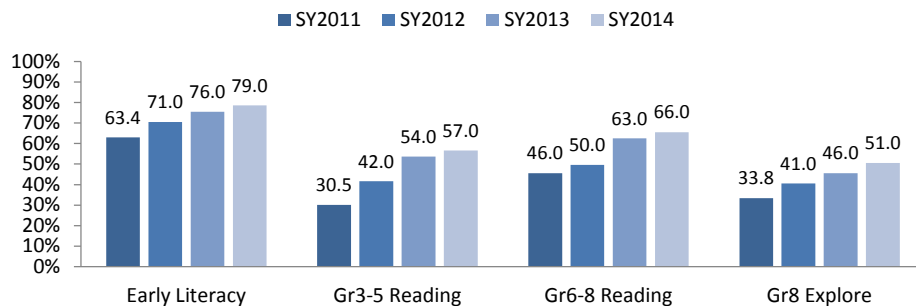
By creating a learning community of staff, students, and parents who are partners in the learning process, Locke School will strive for continuous academic, social, and emotional growth and improvement through challenging and relevant learning experiences. In the spirit of international mindedness, community service, and academic rigor, our school will guide students to achieve their goals now and in the future. LIONS ROAR stands for Respect, Opportunity, Attitude, Responsibility.

Strategic Priorities

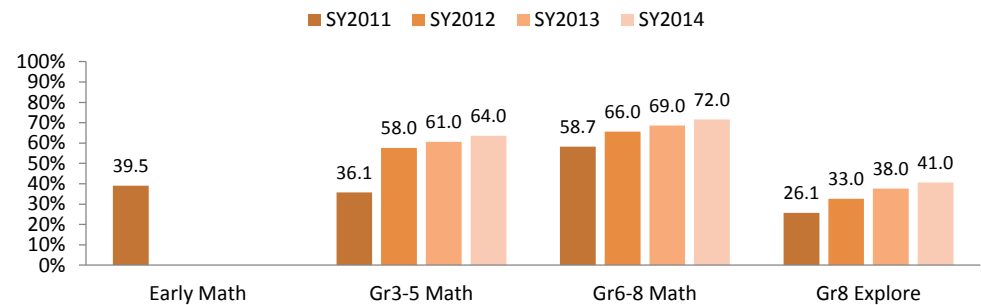
1. Locke School Staff will transition from using Illinois State Standards to Common Core Standards by the start of the 2013-2014 school year.
2. Provide on-going professional development and support for teachers about using student data to tailor instruction to meet the needs of all learners to increase reading and mathematics.
3. Locke School staff will develop and implement a plan to create ongoing two way communication with families to strengthen parent knowledge about the educational programs/expectations at the school and district levels.

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 for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:

Josephine C Locke Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Graciano Ortega	Principal
Lisa Epstein	Assistant Principal
John Fitzpatrick	Assistant Principal
Dujuana Irvin	Lead/ Resource Teacher
Deborah O'Brien	Lead/ Resource Teacher
Kristina Rivera	ELL Teacher
Kristal Martinez	Classroom Teacher
Robert Foote	Classroom Teacher
Kathleen Murray	Special Education Faculty
Sabrena Wetzel	Lead/ Resource Teacher
Teresa Flores	LSC Member
Maria Barajas	Support Staff

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					
Early Literacy % of students at Benchmark on DIBELS, IDEL					63.4	71.0	76.0	79.0	Early Math % of students at Benchmark on mClass					39.5			
3rd - 5th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					30.5	42.0	54.0	57.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					36.1	58.0	61.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					55.3	63.0	67.0	72.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					63.0	66.0	74.0	77.0
6th - 8th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					46.0	50.0	63.0	66.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					58.7	66.0	69.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					70.5	95.0	96.0	97.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					64.0	72.0	75.0	78.0
8th Grade																	
Explore - Reading % of students at college readiness benchmark					33.8	41.0	46.0	51.0	Explore - Math % of students at college readiness benchmark					26.1	33.0	38.0	41.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.5	97.0					
					Misconducts Rate of Misconducts (any) per 100	2.2	2.0	1.5	1.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	71.4	77.0	83.0	88.0		ISAT - Reading % of students exceeding state standards	15.6	21.0	28.0	37.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.3	87.0	91.0	94.0		ISAT - Mathematics % of students exceeding state standards	21.1	29.0	38.0	48.0
ISAT - Science % of students meeting or exceeding state standards	68.8	74.0	78.0	81.0		ISAT - Science % of students exceeding state standards	10.0	14.0	19.0	25.0

School Effectiveness Framework

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

DIMENSION 1: Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action----->			2
<ul style="list-style-type: none">• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.• The school has a plan but may have too many competing priorities.	<ul style="list-style-type: none">• 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.• 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.	The ILT Team analyzed school level data using the school report card in order to write and revise the Theory of Action Plan. The school uses other forms of data such as Scantron, Classroom Assessments, ISAT,and Dibels to set goals for students. In ILT meetings, the Theory of Action Plan will be used to narrow the achievement gap and start to ensure college and career readiness.	
Principal Leadership----->			1
<ul style="list-style-type: none">• 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.• Principal monitors instructional practice for teacher evaluations.• School-wide or class specific vision is not consistently focused on college and career readiness..• 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.	<ul style="list-style-type: none">• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.• 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.• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal visits classrooms on a daily basis to monitor instruction and completes an official evaluation for all staff. Teachers are provided with areas of improvement if needed. However, the data is not currently used to create a school- wide professional development plan to improve overall instruction. The Principal sends home a monthly newsletter, updates the school website, posts notices of events on the school door, electronic sign, and designated bulletin boards. Currently, professional development and grade level collaboration has been planned based on the needs of teachers and changes within the district. The "My Voice, My School Survey" indicates an average rating in effective leaders.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Of the 100 Locke School staff members, a core group of approximately 1/4th of the staff members perform most leadership duties. The ILT meeting consists of 19 members. In most cases only 7 of the 19 voice opinions. At teacher team meetings, approximately 2/3 of the teachers collaborate. The "My Voice, My School Survey" indicates an average rating in teacher collaboration. The Principal provides opportunities for all staff to attend professional development outside of the school. Of the PDs attended, less than 10% share what they have learned with their colleagues. The following opportunities currently exist: ILT, Grade/Content Teams, RTI, Mentor Teacher, Bilingual Lead, CIWP and A Technology Committee</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none">• 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.• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.• 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.• ILT engages in changes to practice in response to voiced concerns.• ILT analyzes student test data if new data is available.	<ul style="list-style-type: none">• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.• The ILT leads the work of improving teaching and learning school-wide• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.• 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.• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly	The ILT consists of the following: a teacher from each grade level, bilingual, Sped, and Administration. However, the team does not currently have a Paraprofessional representative. The ILT meets bi-weekly and focuses meetings on teaching, learning, and analysis of data. The team has begun to move to solving day to day operational concerns. The ILT is in the beginning stages of planning whole staff PD to connect the CCSS with Unit Planning. The ILT leaders are responsible for engaging grade level/content staff in sharing and implementing strategies while gathering input to bring back to the team.	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none">• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	<ul style="list-style-type: none">• 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.	Data is made available to teachers to be analyzed, but it is inconsistent in its translation to instruction across grade levels and teachers. Less than 50% of teachers are differentiating instruction to meet the needs of the students based on data received from classroom observations and lesson plans.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> 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. Each grade level or course team develops/uses common units of instruction aligned to the standards. 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. 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. 	The IBMYP is working towards developing cohesive units of instruction and scope and sequence across grade levels and subject areas. The same process needs to be developed throughout the school. According to the reading materials survey, most staff indicated having 10% or less of supplemental non-fiction materials and varying amounts of fiction. Lesson plans and observations show minimal to no differentiation.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	While grade levels have the same common core material, there is inconsistent use of supplemental materials. According to the reading materials survey, most staff indicated having 10% or less of supplemental non-fiction materials and varying amounts of fiction. More consistent instructional support materials are needed in the following areas: bilingual/native language (Spanish, Polish, Arabic) and SpEd Education.	
Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey . 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.				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • 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. • 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. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • 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. • 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). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>We need stronger, more regular communication and collaboration between Gen Ed and Sp Ed and/or bilingual staff members to make effective accommodations and modifications. Teachers use a variety of different assessments, but they do not assess the students' varying levels of understanding. 90% of student assessments are geared towards the lower level of Bloom's Taxonomy. While school-wide data is readily available, it is rarely used to to guide teacher conversation, the development of assessments or classroom instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			1
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>There is inconsistent instruction and lack of rigor, differentiation, scaffolding and formative assessments. According to the "My School, My Voice Survey", the school was ranked as average when asked is the instruction clear, challenging and engaging.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			1
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. 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. 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 Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Locke needs more systematic and regulated interventions along with an accountability plan which needs to be created and put into place so that interventions are implemented, monitored and adjusted on a consistent basis. According to the school report card, Locke is 100% compliant with IEP's and 504 plans.</p>	
Professional Learning	Whole staff professional development ----->			1
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>While professional development is aligned to the schools priorities, it doesn't occur regularly and there is no effective monitoring tool in place.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. 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. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Teachers do meet and collaborate at least weekly, depending on the grade level. Special education and bilingual representation varies. Each grade level team has a lead teacher. However, team member participation fluctuates. Thus, teams are functioning at various levels of success. While agendas and meeting protocol have been established, due to transition to CCSS, the agenda or focus may change week to week.	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	While several coaching techniques, i.e. peer to peer coaching and literacy coaching, have been attempted they were never carried over from one year to the next. While the district no longer provides formal support to new teachers, Locke school has a new teacher mentoring program. Each teacher is assigned to a veteran staff member for guidance and support. Currently, professional development is left up to the teacher and not aligned to a professional growth plan.	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture ----->			1
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>4 of 44 teachers attended a College Readiness professional development. There is currently only 1 bulletin board within the school that highlights colleges or careers. As the school transitions to CCSS , the ILT team is putting together a plan to address the need for College Readiness expectations.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Special Education students are provided with multiple opportunities to engage with their peers academically, physically and socially (dances, performance, sports, after school academics). The majority of teachers have indicated that children are comfortable seeking out support when needed. Teachers integrate bilingual materials into their curriculum. The IB middle years program makes focuses on global connections.</p>	
	Behavior& Safety ----->			2



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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none">• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.• School environment occasionally leads to situations un-conducive to learning.	<ul style="list-style-type: none">• 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.• Staff establishes and maintains a safe, welcoming school environment.	According to the My School My Voice Survey, 57% of the students indicated that the school is a safe environment. The Survey also indicates a 2.2 rating of violations from the CPS school code of conduct. While there is a school-wide discipline plan in place, there is inconsistency amongst grades/classrooms.	

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Typical School		Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> 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. 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. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	There is a yearly school wide open house where teachers are available to provide information on course expectations, grading systems, the CPS Parent Portal, the school website and school related procedures/expectations. 5 Week progress reports are sent home school wide. While inconsistent, some teachers reach out to families via phone, emails, newsletters and face to face meetings, in Middle School, IB teachers have additional quarterly parent meetings to keep parents informed about student achievement. Of the parents that participated in the CIWP meetings, they unanimously indicated that while the principal provides information regarding school performance, not all parents are clear about procedures and how to go about "learning more about their child's achievement."	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	Due to 98% parent participation at Report Card Pick-up, the majority of communication is provided at this time. The majority of additional communication is based on academic concerns and behavior. Parents have indicated a need for positive feedback.	
	Bonding ----->			2

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. 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. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. 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. 	<p>Locke School prides itself on having a family- like atmosphere, celebrating academic achievement, birthdays, and attendance. We also provide students and families with the opportunity to share in special events: family reading night, story-telling, music concerts, science and humanities fair, cultural assemblies, and bingo night. According to the "My Voice, My School Survey" 47 % of parents report feeling engaged with their school and 50% report feeling satisfied with their school's environment.</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.**

N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	The Principal Performance Score Card indicates 100% of IEPs and 504 plans are completed by the due date. Children are provided with needed services such as speech, physical therapy and counseling. With a population of 1350 students, meeting the needs of all children can be challenging because support staff services more than one school site(i.e our nurse only works 2.5 days at Locke)	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	Currently while two 8th grade teachers attended a College and Career Readiness Professional Development we are at the begin stages of developing a plan for the 2012-2013 school year.	
	Academic Planning ----->			1
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> 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. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	The school encourages high performing students to continue on a high academic path. Currently 24% of our 8th grade students are taking Algebra with a 45% passing rate. However, a connection hasn't been made to college and career readiness.	
	Enrichment & Extracurricular Engagement ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	The school offers a diverse variety of educational and extracurricular activities after school; Art Club, Math League, Sports, Board Games, Homework help, Computer, Music, Science Clubs and Literacy Based Enrichment Classes. SES is also offered at the school.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Currently 100 Percent of 8th grade students take the Explore exam and according to the data from the Principal Performance Score Card 33.8% of the students meet College Readiness Benchmarks for Reading and 26.1% for Math.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	na	
	Transitions ----->			1
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (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. 	Outside of a supply list, very little is done to ensure a transition between grades.	

School Effectiveness Framework

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

Typical School		Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	The Principal has reached out and established partnerships with several Universities(Dominican, Concordia, Northeastern and DePaul), Storytellers,musicians, and the Old Town School of Folk Music have all come to Locke to give valuable inservice performances. Discretionary funding is strategically aligned to the school and its priorities using data (ISAT, School Report Card, My School, My Survey) to buy instructional materials, technology, supplies, provide professional development opportunities. The Budget is maintained and reevaluated in order to make necessary changes when there is a need.	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • 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. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	The Administrative Team assess the needs of the school based on scheduling, vacancies and the population of the school. A multi-step hiring process is in place that empowers vested stakeholders to identify candidates for hire. A partnership with local universities has been established where we receive approximately 15-20 student teacher/interns a year.	
Use of Time ----->				3



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
<ul style="list-style-type: none">• School schedule is designed based on number of minutes per subject or course.• Teacher collaboration time is limited or occurs only before/after school.• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	<ul style="list-style-type: none">• School designs a “right fit” schedule based on student needs and school-wide growth goals.• The school schedule allows for regular, meaningful collaboration in teacher teams.• Struggling students receive structured intervention in dedicated blocks.	<p>Time is currently aligned to the CPS recommended time limit. However, as we move into the 2012-2013, school year minutes and scheduling s being designed based on the data to meet the needs of the students. Teachers meet at least once a week for a 45 minute period to collaborate about student achievement, instruction, etc.</p>	



Mission & Strategic Priorities

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

Mission Statement

By creating a learning community of staff, students, and parents who are partners in the learning process, Locke School will strive for continuous academic, social, and emotional growth and improvement through challenging and relevant learning experiences. In the spirit of international mindedness, community service, and academic rigor, our school will guide students to achieve their goals now and in the future. LIONS ROAR stands for Respect, Opportunity, Attitude, Responsibility.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Locke School Staff will transition from using Illinois State Standards to Common Core Standards by the start of the 2013-2014 school year.	Teachers will be prepared with the knowledge and tools necessary to successfully implement CCSS in order to be on par with the district and nation.
2	Provide on-going professional development and support for teachers about using student data to tailor instruction to meet the needs of all learners to increase reading and mathematics	In order to meet growth targets in reading and math on ISAT, Scantron (NWEA), and Dibels we need to build capacity on analyzing and using various types of data to drive instruction.
3	Locke School staff will develop and implement a plan to create ongoing two way communication with families to strengthen parent knowledge about the educational programs/expectations at the school and district levels.	Based on the "My School, My Voice" Survey, parents' perception of engagement was less than 50% and after meeting with parents they expressed a need to build better communication between parents and school, thus improving student achievement.
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
Locke School Staff will transition from using Illinois State Standards to Common Core Standards by the start of the 2013-2014 school year.	Teachers will be prepared with the knowledge and tools necessary to successfully implement CCSS in order to be on par with the district and nation.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
During the 2012-2013 school year the Principal and administrative team will meet with teachers quarterly to discuss the transition from Illinois State Standards to CCSS	Instruction	All	Principal	Quarter 1	On-going		
ILT will develop a CCSS (literacy) Professional Development Plan for all teachers by the start of the 2012 school year.	Professional Development	All	ILT	Summer 2012	On-going		
The CCSS Professional Development Plan for Literacy will be implemented for all staff by the end of the 2012-2013 school year.	Professional Development	All	Administrative Team	Summer 2012	Summer 2013		
All staff working with students will participate in 45 minute horizontal and/or vertical collaboration weekly to discuss student instruction linked to CCSS.	ILT/ Teacher Teams	All	ALL	Quarter 1	On-going		
A school-wide inventory will be completed before the start of the 2012-2013 school year to identify non-fiction curriculum materials needed to support CCSS in Literacy	Instructional Materials	All	Teachers	Summer 2012	Summer 2012		
Aligning funding to purchase an additional 10% of non-fiction supplemental materials in Literacy to implement the CCSS by the end of the 2013 school year	Instructional Materials	All	Assistant Principal	Summer 2012	On-going		
Teachers will begin developing instructional literacy units aligned to CCSS at the start of the 2012-2013 school year.	Instruction	All	Administration and ILT	Summer 2012	Summer 2013		
Principal will provide PD aligned to the CCSS as needed during the 2012-2013 school year	Professional Development	All	Principal	Quarter 1	On-going		
ILT will develop a CCSS (Math, Science, Humanities) Professional Development Plan for all teachers by the Summer of 2013.	ILT/ Teacher Teams	All	ILT	Quarter 4	Summer 2013		
The CCSS Professional Development Plan (Math, Science and Humanities) will be implemented for all staff by the start of the 2013-2014 school year	Professional Development	All	Various Staff	Summer 2013	Year 2		

Strategic Priority 1

[illegible]

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
Provide on-going professional development and support for teachers about using student data to tailor instruction to meet the needs of all learners to increase reading and mathematics	In order to meet growth targets in reading and math on ISAT, Scantron (NWEA), and Dibels we need to build capacity on analyzing and using various types of data to drive instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
During the opening days, staff professional development will be provided to staff to ensure access and knowledge to the different types of data (formative, summative, diagnostic, performance) available.	Professional Development	All	ADMINISTRATION-ILT	Quarter 1	On-going		
ILT will create a quarterly professional learning plan (timeline) prior to the start of the 2012 school year for the implementation of continuously using data to drive instruction.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Principal will guide the develop of a flowchart for the 2012-2013 school year for Locke stakeholders that identifies support systems for staff around data and its impact on students.	Instruction	All	Principal	Summer 2012	Quarter 1		
Twice a month at grade meetings, teachers will analyze data to guide instructional practices .	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Weekly teacher collaboration (vertical/horizontal) will revolve around best practices in using data to design instruction.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Quarterly monitoring of the professional development plan and its implementation, along with support, will be provided for all staff.	Professional Development	All	Principal	Quarter 1	On-going		
Teachers will be provided the opportunity to attend professional development outside of the school that supports using data to build instruction. Upon their return, teachers will be expected within 10 days to educate their colleagues.	After School/ Extended Day	All	Principal	Quarter 1	On-going		
Principal and Administrative team will collaborate with teachers to identify students in the "exceeds" category and collaborate to create a plan to continue acceleration.	Instruction	All	Principal	Quarter 1	On-going		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Locke School staff will develop and implement a plan to create ongoing two way communication with families to strengthen parent knowledge about the educational programs/expectations at the school and district levels.	Based on the "My School, My Voice" Survey , parents perception of engagement was less than 50% and after meeting with parents they expressed a need to build better communication between parents and school, thus improving student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will develop a common grade level document to include: syllabi, school and room expectations and procedures, learning expectations, that will be posted on the school website and communicate to parents at the Open House in September of 2012.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
By Monday of each week teachers will update the school website for parents to view assignments, homework and events.	Instruction	All	Administration/Teachers	Quarter 1	On-going		
Principal will send home newsletter each month to inform the Locke School Community about school events and important dates.	Parental Involvement	All	Principal	Summer 2012	On-going		
Monthly parents will be invited to events that celebrate their students: Science and Humanities Fair, Music Concerts, Family Reading Night, Performances, other curricular events.	Parental Involvement	All	Various Staff	Quarter 1	On-going		
At the start of the 2012 school year the staff will be inserviced on " making positive" connections with parents/families	Professional Development	All	Administration	Quarter 1	On-going		
Quarterly meetings for parents and community to update them about district and school level initiatives.	Parental Involvement	All	Various Staff	Quarter 1	On-going		
Tracking the website usage on a monthly basis to check to see if it is being used as a communication tool.	Equipment/ Technology	All	Tech Committee	Quarter 1	On-going		



Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

[illegible]

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

[illegible]