



2012-2014 Continuous Improvement Work Plan

Federico Garcia Lorca Elementary School

Fullerton Elementary Network
3231 N Springfield Ave Chicago, IL 60618
ISBE ID: 150162990252964
School ID: 610541
Oracle ID: 22341



Mission Statement

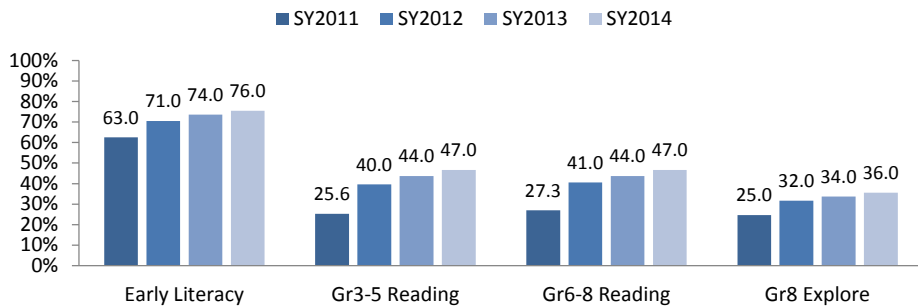
We believe that all students, including students with disabilities and English Language Learners, can be successful when taught by teachers knowledgeable of college-readiness standards and who differentiate instruction to challenge and promote critical thinking.

Strategic Priorities

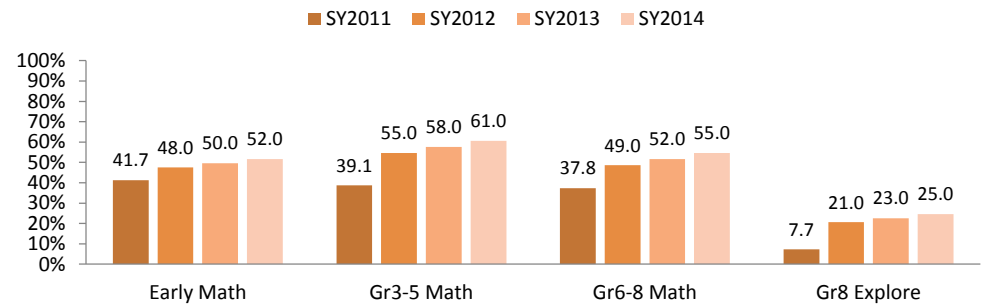
- 1. All teachers develop year-long, grade-level pacing guide and scope & sequence aligned to CCSS-ELA & Math, by using current research-based curricula and best practices to ensure all students are prepared for college & career.
2. All teachers participate in learning communities: to examine teacher practice and share instructional strategies; to do a deep dive into multiple sources of student data (grade-level assessment, standardized data, etc.) every quarter; to refine their skills as an educator.
3. Administrators and ILT complete instructional rounds, analyze schoolwide data, indicators of success, and continually reflect on Theory of Action to establish an optimal learning environment for all stakeholders.

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:	Federico Garcia Lorca 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
Mrs. July Cyrwus	Principal
Ms. Diane Bryniarski	Assistant Principal
Mr. Mike Elliott	Special Education Faculty
Mr. Jose Candia	ELL Teacher
Mr. Jaime McLaughlin	Classroom Teacher
Ms. Sue Danielson	Classroom Teacher
Ms. Julie Maks	Classroom Teacher
Mr. Marcos Ochoa	Parent/ Guardian
Ms. Gloria Varela	Support Staff
Mrs. Lauren Giersch	Parent/ Guardian
Ms. Usapan Tepratoom	Classroom Teacher
Mr. Julio Rodriguez	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	63.0	71.0	74.0	76.0		<b>Early Math</b> % of students at Benchmark on mClass	41.7	48.0	50.0	52.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.6	40.0	44.0	47.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	39.1	55.0	58.0	61.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.5	52.0	55.0	58.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	63.8	73.0	76.0	79.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.3	41.0	44.0	47.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	37.8	49.0	52.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	52.3	55.0	58.0	60.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	72.2	82.0	94.0	96.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	25.0	32.0	34.0	36.0		<b>Explore - Math</b> % of students at college readiness benchmark	7.7	21.0	23.0	25.0

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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	96.8	98.0	98.0	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	43.8	33.0	31.0	29.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	62.7	68.0	75.0	83.0		<b>ISAT - Reading</b> % of students exceeding state standards	7.5	10.0	14.0	19.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	70.3	78.0	85.0	91.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	8.9	12.0	16.0	21.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	58.8	60.0	64.0	72.0		<b>ISAT - Science</b> % of students exceeding state standards	2.0	4.0	8.0	13.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</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>	Principal & ILT members presented TOA to teachers for feedback during Prof D-Day; Administrative team attends grade-level meetings to review progress of all students as evidenced by data (DIBELS, IDEL, mClass Math, SCANTRON, progress report, rTi referrals, disciplinary referrals), specifically those identified for interventions (Transformational & Accelerated);	
	<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>Teachers are members of learning communities through partnerships with DePaul University, Erikson Institute, Preschool for All, OSES, Fullerton Network, Reading in Motion. Principal regularly presents evidence of student work at Prof D-Day; Administrative team reviews student data with grade-level teams.</p> <p>The Principal presents information with families during monthly Principal's Coffee on how parents can assist their children with reading &amp; math; also the Monthly Lorca Letter is distributed to inform Lorca community on events, assessments, and CPS initiatives. The Lorca Principal and faculty listen to parent concerns and respond accordingly.</p> <p>The following will be developed: Family Night for College &amp; Career; classroom peer-observations &amp; vertical team visits for teachers; intensive, teacher PD on alignment to CCSS and Danielson Frameworks.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>-Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>All teachers asked to serve on 2 committees: Literacy, Math &amp; Science, School Activities; Teachers are all members of grade-level teams, including special ed &amp; bilingual teachers. Grade-level teams meet weekly; Principal meets monthly with ILT, Special Ed Team and Bilingual Team. Teachers are also club sponsors or coaches through After-School ALL STARS or Lorca's before/after-school program. Teachers also serve on the PBIS, PPLC, Lorca Social, and CIWP committees. Principals requests teachers to share-out during Prof PD Days. More opportunities for sharing best practices, such as "Lorca Tech Talk", Science PD, Math manipulatives, incorporating non-fiction writing, text complexity.</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>Lorca's ILT is high-functioning in many respects: individual teacher voices are heard; ILT members bring feedback from team members; ILT deeply engaged in student work and ensures monitoring process is on-going; multiple sources for student achievement are regularly analyzed (absences, disciplinary referrals, rTi, IEP benchmark goals, language proficiency, etc.); year-end review and development of next-year's goals are completed in June, then presented to all staff. The ILT is committed to on-going reflection and monitoring of schoolwide initiatives.</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>Lorca's ILT and principal regularly presents schoolwide, grade-level, and individual student data with teachers. There has been substantial analysis of student data completed by teachers to ensure on-going student growth. The ILT will continue to work on using a systematic approach to revising our TOA. Specifically, an action plan must be developed to assisting teachers with their instructional planning and assessment of students.</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>According to the 2011 "My Voice, My School" survey, teachers reported that Lorca has a strong program coherence. However, grade-level teams still need to work on developing a year-long scope &amp; sequence.</p> <p>The principal and ILT will provide professional development on Bloom's Taxonomy to ensure all students have rigorous instruction, including special ed students.</p> <p>The principal will provide Teacher extended time for summer curriculum planning, establishing supports for special ed students and ELLs, and developing grade-level assessments and performance tasks aligned to CCSS. This planning time will incorporate writing for technical subjects (math, science, Social Studies), text complexity and informational texts.</p>	
	<b>Instructional materials</b> ----->			<b>1</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>Lorca's ILT will work with grade level teams to ensure all instructional materials are aligned with standards.</p> <p>The BLT will also assess the instructional needs of Bilingual and ELL students and order additional materials.</p> <p>The Special Ed teacher will review IEP goals of their students and ensure ample grade-level materials are available in both inclusion and self-contained classrooms.</p> <p>Also, a review of on-line or web-based instructional materials will be conducted by ILT members.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>The Lorca principal will share data from ILT meetings more often with teachers. Also, the ILT needs to guide grade-level teams as they develop a core set of assessments, including use of Fountas &amp; Pinnell.</p> <p>5th -8th grade teachers have received training from Network ISL and fully implemented F &amp; P assessments. All teachers have worked extensively to create grade-level writing rubrics to prepare students for CCSS and success for the next grade.</p> <p>The ILT will ensure implementation of Network &amp; District assessments and provide necessary/required accommodations for special ed &amp; ELL students.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>The principal and ILT will provide professional development on using Bloom's taxonomy and implementation of gradual-release model. The principal will provide teacher extended day during the summer for additional professional development in the "workshop" model. We believe by doing so, we wil establish a learning community of independent and critical thinkers.</p> <p>Additional professional development is needed for full Implementation of a School-wide science curriculum. The principal and ILT members must communicate to all teachers that assessments are part of curriculum and provide substantial, independent work to students - not just "busy work". The ILT commits to completing "targeted rounds" on teachers' questioning and align to Bloom's Taxonomy.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Through on-going collaboration amongst gen-ed, bilingual and special ed teachers, Lorca has established a systematic approach (Lorca's Checklist) to identifying students for academic and behavioral interventions. The program continues to be successful due to Lorca's Interventions Specialist who provides teachers with training, specifically with gathering data, support with communication to parents, monitoring students' progress, and presenting current/updated data to the ILT. The collaborative process has ensured teachers are moving students identified for acceleration and transformation.</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>According to the 2011 "My Voice, My School" survey, quality professional development is strong. However, Lorca's ILT will develop a monitoring tool for effectiveness.</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>According to the 2011 "My Voice, My School" survey, collaboration amongst Lorca teachers is strong.</p> <p>Weekly grade-level meetings, amongst gen-ed, bilingual &amp; special ed teachers, are focused on improving student learning and meeting student growth targets.</p> <p>Substantial efforts have been made by grade-level teams to "transform" and "accelerate" specific students. Lorca teachers have committed to this process.</p> <p>Lorca's Interventionist and BLT meet with individual teachers for support and guidance on progress-monitoring for rTi students. ILT members share action steps and encourage feedback during grade-level meetings.</p> <p>The principal and AP will also continue to meet monthly with grade-level teams to review student data and guidance on Network &amp; district initiatives.</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>Lorca does not have a formal coaching plan to address the needs of new teachers. Lorca's ILT will develop a coaching plan.</p> <p>However, teachers actively participate in professional development with existing Lorca partners: DePaul Math &amp; Science for 6th-8th grade teachers and Erikson Math for Prek-3rd grade teachers.</p> <p>The principal consistently encourages all teachers to attend various professional development throughout the school year.</p> <p>In an effort to gauge the level of best practices implemented in the classroom, the AP has created a monitoring tool for teachers receiving on-going coaching from Lorca's external partners.</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>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>1</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>Lorca ILT will develop a schoolwide plan to promote college and career readiness.</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>According to the 2011 "My Voice, My School" survey, students feel Lorca has average supportive environment. Through the Full School Day initiative, Lorca principal, ILT and middle school team will continue to develop the advisory program, including daily interventions for reading &amp; math, ELL support, and social &amp; emotional support. Student leadership for all 7th &amp; 8th graders will also be developed daily through our elective programs to assist in Prek-2nd grade classrooms, offices, and ancillary areas.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>According to the 2011 "My Voice, My School" survey, students feel Lorca has average supportive environment. Lorca will focus on building teacher-student trust and establishing a warm, welcoming, safe and secure school environment. Our PBIS team has worked with all staff to develop positive behaviors from the playground, through the hallways and to the classrooms. Our goal is to decrease student referrals by increasing school spirit.</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>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Lorca hosts the annual NCLB School Address to inform all parents, staff, and students on funding, Parent-School Compact, and AYP status.</p> <p>Currently, monthly newsletters are distributed and monthly Principal's Coffee held to ensure parents receive the most current and relevant information on academic standards, school performance, student growth, and assessment. Parents are always encouraged to speak with parents.</p> <p>The principal also meets monthly with the NCLB Executive officers and quarterly with the BAC officers for feedback on current programs, academic performance, CPS initiatives as well as proactively respond to issues and concerns.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Lorca teachers communicate daily with our parents during arrival, dismissal, phone calls, emails and through the student agenda. However, we must provide additional training for parents to support learning at home.</p>	
	<b>Bonding</b> ----->			<b>3</b>



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</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>According to the 2011 "My Voice, My School" survey, Lorca achieved an average score of 51 for Engagement and a strong score of 59 for Environment.</p> <p>To continually strengthen our relationship with our parents, Lorca principal will continue to collaborate with parents, students and specifically with the NCLB PAC, BAC, and ILT to identify additional opportunities for parent workshops and family-friendly events.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>The Lorca Special Ed Team, Counselor/Case manager and Clinicians offer available resources to students and their parents. Lorca Security Officer conducts home visits as needed and meets with parents of chronic truant students.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</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>	<p>Lorca must promote college &amp; career readiness and provide more opportunities for all students. Current programs include: "We Are Ready" and "Lawyers in the Classroom." Principal, Counselor, &amp; AP will seek resources from existing university partners (DePaul, Erikson, U of Miami).</p>	
<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>	<p>Lorca principal, 8th grade team counselor &amp; AP share information on the EXPLORE test as aligned to college readiness. Lorca must promote college &amp; career with students and their parents. The principal, AP, and Counselor will plan for events, such as college campus visit, college &amp; career research, interest inventory, and career day.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>The Lorca AP and Security Officer coordinate all before &amp; after school activities based on needs assessment and on-going feedback &amp; evaluation from students, parents, and teachers. Opportunities exist for intra-mural &amp; competitive sports, variety of clubs, and</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	<p>Lorca's 8th graders sit the EXPLORE exam. The principal reviews the results with the 7th &amp; 8th grade teachers, 8th grade students. The principal and counselor will host parent meetings to review the assessment.</p>	
	<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>	<p>Not applicable to Lorca ES</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Lorca's teachers engage in on-going vertical team articulation, classroom visitations, planning and professional development to ensure students are ready for the next grade. The 7th &amp; 8th grade teachers in collaboration with the BLT, Counselor, Interventionist and Special Ed teachers provide assistance and guidance in high school applications, 9th grade transition, and career planning. In preparation for Kindergarten and to provide expectations for learning, the Principal meets with Prekindergarten parents in June, and then again in September.</p>	

**School Effectiveness Framework**

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		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>	<p>Based on the 2011 "My Voice, My School" survey, 72% of Lorca teachers responded they have some or to a great extent influence on how discretionary funds should be used. To enrich our students' learning environment, Lorca has allocated discretionary funds for a leveled-book room, additional instruments for music, kiln for art, additional equipment for PE, additional books for our library, classroom libraries, CCSS professional development and for additional support staff. Lorca currently receives and allocates NCLB funds to support tutoring, additional math &amp; reading equipment, reading instruction, and kindergarten classrooms.</p>		
	<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>	<p>The need for additional staff is based on providing the optimal learning environment for Lorca students. According to survey results on the Full School Day, students, their parents, and Lorca staff feel we would all benefit from a computer teacher, and smaller class sizes, specifically in 1st, 7th &amp; 8th grades. Using our multistep interview process which includes portfolio review and lesson observation, the principal and ILT members will ensure the hiring is completed during Summer 2012.</p>			
<b>Use of Time</b> ----->				<b>3</b>	

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>To monitor the progress and growth of all students, and specifically students on RtI, Lorca teachers, including Special ed &amp; Bilingual teachers, meet on a weekly basis. The following teams meet monthly: ILT, Special Ed, Bilingual. Vertical teams meet quarterly. Academic and behavioral interventions are implemented, monitored, charted, analyzed, discussed and reviewed through on-going collaboration amongst gen ed &amp; special ed teachers, RtI staff, in consultation with the principal, AP, counselor/case manager and parents.</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

We believe that all students, including students with disabilities and English Language Learners, can be successful when taught by teachers knowledgeable of college-readiness standards and who differentiate instruction to challenge and promote critical thinking.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	All teachers develop year-long, grade-level pacing guide and scope & sequence aligned to CCSS-ELA & Math, by using current research-based curricula and best practices to ensure all students are prepared for college & career.	We believe this key lever of Lorca's Theory of Action will impact the instructional core increasing the percentage of our K-8th students at/above grade level in reading and math and 8th graders meeting college readiness benchmarks. Grade-level teams must increase task complexity to fully prepare students for the next grade and for students to meet their growth target.
2	All teachers participate in learning communities: to examine teacher practice and share instructional strategies; to do a deep dive into multiple sources of student data (grade-level assessment, standardized data, etc.) every quarter; to refine their skills as an educator.	Lorca received an average score for ambitious instruction on the 2011 "My Voice, My School" survey indicating the urgency for teachers to identify gaps in learning, implement specific strategies and interventions to address the needs of all students. Teachers will increase their knowledge of Bloom's Taxonomy, balanced literacy and literacy skills needed in technical subjects. All will benefit from the additional resources, tools, and best practices to become effective teachers.
3	Administrators and ILT complete instructional rounds, analyze schoolwide data, indicators of success, and continually reflect on Theory of Action to establish an optimal learning environment for all stakeholders.	Lorca received an average score for involved families and supportive environment on the 2011 "My Voice, My School" survey. Lorca students also reported only average for safety, academic personalism, and academic press. We believe we will increase parental involvement and promote student safety by establishing a positive school culture and implementation of health & wellness program.
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
All teachers develop year-long, grade-level pacing guide and scope & sequence aligned to CCSS-ELA & Math, by using current research-based curricula and best practices to ensure all students are prepared for college & career.	We believe this key lever of Lorca's Theory of Action will impact the instructional core increasing the percentage of our K-8th students at/above grade level in reading and math and 8th graders meeting college readiness benchmarks. Grade-level teams must increase task complexity to fully prepare students for the next grade and for students to meet their growth target.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and administrators attend district-wide training on CCSS and demonstrate understanding through identification of ELA standards & Math Practices for their grade.	Professional Development	All	Principal	Summer 2012	Quarter 1		
Teachers develop or select quarterly assessment and year-end performance task aligned to CCSS ELA-Writing & Math.	ILT/ Teacher Teams	All	ILT members	Summer 2012	Quarter 1		
Teachers develop a year-long, grade-level pacing guide, with scope & sequence aligned to CCSS ELA & Mathematical practices.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 3		
Teachers use a universal screener to identify students for intensive support.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 1		
Teachers use leveled-book room and leveled classroom readers with varying text complexity both in fiction & non-fiction for their grade, including Spanish leveled books.	Instructional Materials	All	Teachers	Quarter 1	Quarter 3		
Parents understand schoolwide & districtwide assessments in preparation for the next grade, and readiness for college & career, through various sources of communication (NCLB PAC, BAC, NCLB, and Principal Newsletters).	Parental Involvement	Not Applicable	Principal	Quarter 1	Quarter 4		
Teachers implement student assessment and performance task to include writing in technical subjects and varying text complexity.	ILT/ Teacher Teams	All	Principal & ILT	Quarter 3	Quarter 3		
Teachers use subscription-based resources as a tool for identifying learning gaps and for acceleration/transforming student growth.	Instructional Materials	All	Principal & ILT	Quarter 1	Quarter 2		



Strategic Priority 1




### Strategic Priority 2

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

Strategic Priority Description	Rationale
All teachers participate in learning communities: to examine teacher practice and share instructional strategies; to do a deep dive into multiple sources of student data (grade-level assessment, standardized data, etc.) every quarter; to refine their skills as an educator.	Lorca received an average score for ambitious instruction on the 2011 "My Voice, My School" survey indicating the urgency for teachers to identify gaps in learning, implement specific strategies and interventions to address the needs of all students. Teachers will increase their knowledge of Bloom's Taxonomy, balanced literacy and literacy skills needed in technical subjects. All will benefit from the additional resources, tools, and best

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for using protocols in learning communities to examine student work, analyze data to drive teacher instruction.	Professional Development	All	Principal & ILT	Summer 2012	Quarter 1		
Professional development on balanced literacy (leveled readers, gradual release and workshop model) delivered by reading specialist	Staffing	All	Principal, ILT, Literacy Committee	Summer 2012	Quarter 1		
Professional development on technology integration in a student driven classroom presented by computer teacher.	Staffing	All	Computer Teacher	Quarter 2	Quarter 3		
Principal, ILT and Bilingual team develops effective bilingual education program with clear expectations for instruction & environment and timeline for student assessment & progress monitoring.	ILT/ Teacher Teams	English Language Learners	Principal, ILT, BLT and Bilingual Team	Summer 2012	Quarter 1		
Teachers implement tiered academic interventions as evidenced by quarterly classroom observations.	ILT/ Teacher Teams	All	Principal & ILT	Quarter 3	Quarter 4		
Professional development for Teaching Frameworks as delivered by ILT.	ILT/ Teacher Teams	All	Principal & ILT	Summer 2012	Summer 2012		
Technology integration fully implemented and aligned to 21st century learning environment.	Staffing	All	Principal	Year 2	Year 2		
Hands-on, inquiry-based science learning exists in all classrooms.	Instructional Materials	All	AP	Year 2	Year 2		
Differentiated classroom, curriculum and student work to challenge all students, especially gifted, special ed and ELLs.	Instruction	All	All	Year 2	Year 2		

**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
Administrators and ILT complete instructional rounds, analyze schoolwide data, indicators of success, and continually reflect on Theory of Action to establish an optimal learning environment for all stakeholders.	Lorca received an average score for involved families and supportive environment on the 2011 "My Voice, My School" survey. Lorca students also reported only average for safety, academic personalism, and academic press. We believe we will increase parental involvement and promote student safety by establishing a positive school

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct instructional rounds and classroom visits to observe implementation of Teaching Frameworks.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
All stakeholders analyze schoolwide data and trends to monitor school progress as presented by LSC.	LSC/ PAC/ PTA	Not Applicable	LSC/PAC/PTA	Quarter 3	Quarter 3		
Conduct needs assessment for parent engagement.	LSC/ PAC/ PTA	Not Applicable	LSC/PAC/PTA	Quarter 3	Quarter 3		
Professional development on PBIS and schoolwide tiered behavioral system presented by team members.	Professional Development	All	PBIS Team	Summer 2012	Summer 2012		
Students are knowledgeable of human & social resources in the community and safe passages.	After School/ Extended Day	All	Assistant Principal	Quarter 2	Quarter 2		
Students have opportunities for social & emotional support, team-building, tutoring before and/or after-school.	After School/ Extended Day	All	Assistant Principal	Quarter 2	Quarter 3		
Students contribute to a peaceful and positive environment during extracurricular learning periods.	After School/ Extended Day	All	All	Quarter 3	Quarter 3		
School website provides schoolwide priorities, up-to-date districtwide events, relevant programs and news accessible for all stakeholders, including students and their parents.	Equipment/ Technology	All	Librarian	Quarter 3	Quarter 3		
Create a student advisory curriculum to include bully prevention, academic & behavior interventions, goal-setting activities for high school/career/college readiness, health & wellness activities to develop social & emotional growth.	ILT/ Teacher Teams	Other student group	5th-8th grade team	Quarter 3	Quarter 4		
PBIS team collects and assesses schoolwide climate data.	ILT/ Teacher Teams	All	PBIS Team	Quarter 1	Quarter 2		
All staff members consistently reinforce schoolwide expectations and acknowledgement system.	ILT/ Teacher Teams	All	PBIS Team	On-going	Quarter 3		
End of year assembly will all students, parents, and staff to celebrate improvement and growth	Parental Involvement	All	All	Quarter 4	Quarter 4		

**Strategic Priority 3**

Create a campaign to raise awareness about the CPS Wellness Policy among staff, teachers, parents, and students.	Parental Involvement	All	PE teacher & Dining Rm Manager	Quarter 1	Quarter 3		
Create list of healthy classroom celebration items and focus primarily on non-food classroom celebrations with parental involvement.	Parental Involvement	All	LSC/PAC/PTA	Quarter 1	Quarter 3		
Increase the number of parents volunteering and/or organizing school wellness events with students or for parents.	Parental Involvement	All	LSC/PAC/PTA	Quarter 1	Quarter 2		

### Strategic Priority 4

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

Strategic Priority Description	Rationale

**Action Plan**
**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps