



James Russell Lowell Elementary School (/school-plans/275) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Gladys B Rivera	Principal	gbrivera@cps.edu	Has access
Carmen M Morales	Lead Teacher/PreK/BLT/LSC	cmmorales@cps.edu	Has access
Lori Sue Wendorf	Lead Teacher/ILT	lswendorf@cps.edu	Has access
Michelle Ryll	Teacher/ILT	mshogan@cps.edu	No Access
Carmen Vazquez	Teacher/ILT	cvazquez5@cps.edu	No Access
Leah Augusta	Teacher/ILT	laugusta@cps.edu	No Access
Cynthia Martin	Teacher/ILT	cmartin2@cps.edu	No Access
Oscar Ortiz	Sped Teacher/ILT	orortiz@cps.edu	No Access
Sally Schwab	Teacher/ILT/LSC	sjschwab@cps.edu	Has access
Christine Kolarik	Teacher/LSC	ckkolarik@cps.edu	Has access
Maggie Martinez	LSC/Community Activist	magggie@blockclubfederation.org	No Access
Shalonda Cooper	LSC/Parent/Ancillary Staff	scooper1@cps.edu	No Access
Fabiola Delgado	Parent	fafadel@hotmail.com	Has access
Jacoba Cortez	Parent	grivera60651@cps.edu	No Access

Team meetings

Date	Participants	Topic
02/05/2016	CIWP Team	Training updates and all shared documents

02/09/2016	CIWP/ILT Team	Framework
02/23/2016	CIWP/ILT Team	Framework
03/01/2016	CIWP/ILTTeam	Framework
03/07/2016	ILT	Review Framework/Priorities
03/23/2016	ILT	Review Framework and Priorities
04/06/2016	ILT	Review Parent Portions
04/27/2016	ILT	Review Document
06/17/2016	ILT and Network Rep	Review Document
06/28/2016	ILT/LSC rep	Strategies
06/29/2016	ILT/LSC rep	Strategies
06/30/2016	ILT/LSC reps	Strategies
07/05/2016	ILT/LSC reps	Review Documents
09/02/2016	ILT and Teachers	Review Goals and Strategies for the 2016 - 2017 school year
10/24/2016	ILT	Review SQRP as it relates to Strategies and Goals
10/31/2016	ILT	Review NWEA and PARCC scores to adjust goals

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 **3** 4

The principal works with teachers to implement a clear and strategic vision for school success throughout the school year. The school vision takes into account the unique demographics of our student population which includes: 79.1% Hispanic, 18.5% Black, 1.9% White and Statistics as follows: 95.5 % low income, 28.8 Diverse Learners, 31.8% Limited English, 19.3% Mobility Rate. Lowell has achieved Level 1 status by focusing on improving student outcomes through raising attendance rates, attainment and growth levels, and increasing professional development. These expectations are shared formally during beginning of school year Professional Development Days whereby the principal reviews the 5 Essentials Survey results with the entire staff. The Lowell vision of success is reiterated throughout the school year by principal and ILT members. The On Track report, Attendance report, Progress Monitoring, and NWEA results are shared and discussed in formal settings at ILT and Grade level meetings and more informally at teacher team meetings. Teachers have responded to the data by creating attendance and homework incentives like prizes, parties, dances, and other special events, and tutoring in after school programs in order to increase student outcomes. The ancillary staff created and maintains a Monthly Attendance Bulletin Board, designed to motivate students to attend class by listing those students with perfect attendance, in a high traffic area near the Lunchrooms Teachers are inspired into a culture of collective responsibility for the success of all students rather than being solely vested in their own class's results as they continually review how the entire school performs by reviewing data presented to them at Flex Days, Grade Level, and Teacher Team meetings. This review process also provides them with the data they need to plan vertically as well as follow up on their students' longitudinal progress. The principal also empowers her staff to influence decision making at Lowell. For example, Lowell has a Flex Day once a month to cover topics that teachers previously requested. The principal then capitalizes on the leadership skills of others as she selects teachers based on their expertise to present on those topics. The principal and Lowell staff has created and sustained a coherent instructional program for its learning community by following the CCSS, NGSS, STEM, SEL, and ELD initiatives, with learning goals based on the input of teachers, network specialists, and CPS initiatives.

Our rating for Effective Leaders was Neutral.

Our rating for Collaborative Teachers was Strong.

Teacher Proficiency Ratings under Professional Responsibilities Domain 4 were:

Unsatisfactory 3.33%

Basic 3.33%

Proficient 32.26%.

Distinguished 54.84%

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 **3** 4

The Lowell ILT engages in ongoing inquiry of student progress as a basis for improvement on a regular basis, meeting at least two times per month. They are focused on the Framework Priorities of improving instruction through professional development and balanced assessment and grading. They follow district and network 5 protocols by following an agenda and keeping accurate minutes using the Instructional Leadership Team Planning Tools. Each member has a voice, role, and responsibility to perform including: facilitator, secretary, and timekeeper. There are representatives from each grade band, a bilingual, and Learning Behavior Specialist on the ILT. The members regularly inform and engage all stakeholders of the the key data and work of the ILT in formal and informal sessions during whole group Flex Days, Teacher Team and Grade Band meetings. By following a set agenda the ILT gains insight into what strategies are working and which need adjusting. The ILT has been instrumental in establishing and continuing a school wide focus on Literacy and specifically on guided reading to improve literacy through differentiation and driven by regular data review. Due to the identification of certain root causes, lack of attainment and growth, they have targeted grade bands and prioritized student groups to include: Diverse Learners, ELL's, intermediate and middle grades for after school tutoring in both reading and math. By zeroing in on specific groups we have seen increased growth and attainment scores evident on MClass and Bass Progress monitoring and on NWEA, ACCESS, and PARCC Assessments. They set a quarterly schedule to collect and review MTSS folders so that any students needing Tier II & Tier III supports are identified and their needs are addressed. The ILT continually reviews school wide data results such as Progress Monitoring, MClass, Bass, Access, NWEA, PARCC, OnTrack, and Attendance reports. They use this information to engage in data based decision making by monitoring student growth throughout the year. They then create action plans with which they report back to their grade level teams. The ILT also reviews current theories on education and shares these pedagogical practices with their colleagues during Flex Days, Grade Band, and Teacher Team meetings.

Our rating for Leaders is Neutral.

Our rating for Collaborative Teachers is Strong.

The ILT Effectiveness Rubric EOY Results:

Team Composition: Highly Effective

Team facilitates Cycles of Learning: Effective

Meetings are scheduled: Effective

Team uses protocols: Highly Effective

Team uses Data Sources: Highly Effective

Team is Productive: Effective

Team is Collaborative: Effective

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

1 2 3 4

Teachers voted for 90 minute Flex Days throughout the school year in lieu of the two August and one June Professional Development dates. Lowell staff conducted a survey at end the 2014 - 2015 school year to determine topics for 2015-16 Flex Day PD's. These PD's allow administration and lead teachers to support their colleagues within the school. The principal invites guest speakers to train staff in areas such as: Think Through Math (TTM), Diverse Learning, STEM and NGSS, and GoMath. Flex days also provide time to collaborate horizontally and vertically. Teacher Leaders present at Flex Days and Teacher Team meetings as necessary to disseminate information received from Network 5 or other Professional Development programs in order to improve teacher practice in all areas. As a result the majority of Lowell teachers have been improving in accordance with the Framework for Teaching and their REACH scores. The Principal leads teacher team meetings where data results from the OnTrack Report, NWEA, MClass, and PARCC are shared vertically and horizontally as a school, room by room and student by student. As a result of these analyses, teachers develop action plans and goals for their individual students, increasing scores and learning outcomes. Lowell has an MTSS committee to help teachers if necessary to improve student progress. The committee members will suggest learning strategies for increasing student growth in a given area. Lowell teachers also set goals for themselves to enhance their teaching practice by developing Personal Learning Plans. Principal encourages teachers to attend relevant summer PD's such as the PK - 2 Summer Institute, SEED program in Washington D.C., SEL and Restorative Justice, MClass Trainings, Math and Foss Science programs and consistently forwards email reminders and flyers to notify her staff of any PD's that are relevant to improving teacher practice and student outcomes.

How many and participation rates: 12 Flex Days with an average attendance rate of 92%.
 Teacher Team meetings during school day prep periods have 100% attendance.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

We have designed a school day that is responsive to student needs by following CPS time and suggested minute guidelines. We have a two hour reading block throughout the school to maximize instructional time. Teachers are encouraged to design their literacy and math blocks using the CPS toolkits for guidance. Some K-2 teachers attended the Summer Institute breakout session on how to plan their literacy block in accordance with the toolkits. Common Preps across grade bands are scheduled so that teachers may meet to plan lessons on a weekly basis. Grade bands chose a facilitator and secretary to record minutes for their weekly meetings. The Administration, LSC, and ILT have worked to align the CIWP priorities and budget analysis with the mission and overall vision of the school. Administration monitors the school clerk as she completes purchase orders. Some teachers write grants from a variety of outside agencies, including local museums, parks, federal government, and various charitable foundations to enhance their instructional program. This extra financial support provides funds for field trips, professional development, health initiatives, conservation, recycling, and science programs among others. Lowell continually looks to community agencies to provide support outside the normal day. Students in grades two and three work with the Sit Stay Read Program in which dogs are utilized to incentivize students to improve literacy skills. We receive financial support from small businesses in the community such as the MCDonald's Fund raisers for our Music and Band program. Our Music Director also holds community concerts throughout the year to raise funds for its Nationally recognized band and choir. Lowell School uses school wide funds to provide resources to classroom teachers that is aligned with the CCSS and is rigorous. For example the school purchased supplemental Studies Weekly program aligned with the CCSS, NGSS, STEM, and SEL initiatives to enhance the home school connection in Social Studies, Science, and Math across grade levels. All materials are evaluated by the ILT and at teacher team meetings for effectiveness. A committee of teachers from all grade bands assisted with the interview processes when four teachers retired last year. Each teacher developed interview questions based on the CPS Framework for Teaching and in accordance with their content area expertise and grade level. This process established new protocols for hiring teachers. All teachers hired were rated either Distinguished or Proficient by their former administrators. All Lowell teachers are leaders in their field, some are given opportunities to assist with leadership duties as needed. 100% of Lowell teachers are Highly Qualified in their fields. Three teachers are currently seeking Type 75 administrative. Principal highly encourages teachers to pursue higher education and continually mentors her teachers to become successful leaders. Related Service Providers effectively meets student goals as stated on their respective IEPs. Lowell provides hearing and vision testing each year to identify student needs for glasses or hearing aides. The asthma van schedules regular visits to provide education, resources, and assistance to students and their families. This results in less school days missed due to asthma attacks. Lowell partners with Columbia College to provide after school programming in Arts, Dance, and Dramatic Arts. Lowell also houses and partners with a Community Outreach program called The Block Club Federation that provides students with coats in the winter, jobs and internships during the summer, and helps parents connect with additional agencies for assistance. DigitasLBi, a global marketing and technology company and CorpsGiving an organization that coordinates volunteer events between communities and employers, had 350 employees, along school and community members volunteer for a day of transformation at the school. The school walls, inside and out, were transformed and restored in under five hours creating amazing and motivational murals inspiring our students to create and learn.

Lowell Teacher Retention rate approximately 95% with most teachers who have left have retired.

Teacher Proficiency Ratings under Professional Responsibilities Domain 4 were:

Unsatisfactory 3.33%

Basic 3.33%

Proficient 32.26%.

Distinguished 54.84%.

Percentage of Teachers designated Proficient or Excellent under Domain 4 is 93.34%

School Culture and Climate is Well Organized

Ambitious Instruction is Very Strong

Creative School Rating is Excellent

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**

- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 **3** 4

Lowell adheres to the CPS Content Frameworks and plans instruction in accordance with the CCSS, NGSS, STEM, and SEL as we continue to ensure alignment of scope and text and task complexity by using researched based instructional programs to increase our student outcomes in attainment and growth. The teachers collaborate at grade level and grade band (horizontal and vertical) to create curriculum maps which follow scope and sequence guidelines for all subjects. Teacher Teams meet with administration to examine formative data so they can drive their instruction in accordance with those results. In K -2 the literacy focus is on phonemic awareness, phonics, word work, writing, and reading. These foci ensure that the overall learning experience is language and content rich and each student develops a strong academic foundation. We incorporate the following common core based programs in the K - 2 classrooms: Heggerty for Phonemic Awareness, Sing Spell Read Write for phonics, Ready Common Core Reading for Literacy, Reading Street Core Program which includes Thematic Units, Lucy Caulkins Writing Workshop, the F & P Guided Reading Program, and the Network Sight Word Development guidelines. Kindergarten is also implementing Reading in Motion for phonemic awareness and phonics. The intermediate and middle schools continue to build upon the strong foundations our primary students have developed by continuing the F & P Guided Reading program along with thematic units that embed Social Studies and Science. Our Math programs are Everyday Math for K - 2 and Go Math for 3 -8 As a result 3-8's successes with Go Math, K - 2 will implement the program at the start of the 2016 - 2017 school year. Our science curriculums are aligned with the NGSS and STEM and includes Foss, STC (Carolina), and Interactive Science. We supplement with Scarce, First Books, Science Weekly, Scholastic Super Science, Science World, and warehouse acquisitioning as necessary. Our Social Emotional Program includes a monthly SEL theme, with teachers completing projects within and across grade level bands. We also have school wide activities including two assemblies each year based on SEL themes. All Teachers turn in lesson plans weekly on Fridays. The lesson plans include topics, lesson and "Big Ideas", objectives and standards, vocabulary, introduction, learning activities, materials including technology, closure, and formal and informal assessments, The second and third grades work with the Sit Stay Read Program which provides Literacy tutoring. Our school is partnered with the Columbia College which provides students in Grades 1-8 with Fine Arts programing. Many teachers use curriculum and programing that provide field based learning experiences in conjunction with a variety of museums and parks such as the Field Museum, Museum of Science and Industry, Shedd Aquarium, Adler Planetarium, Lincoln Park Zoo, Children's Museum, Art Institute, and Chicago Park District.

OOn Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

1 2 3 4

Instructional materials used at Lowell are aligned to curricular plans, expectations of the standards and Domain 1 and adhere to the CCSS, NGSS, STEM, and SEL. Teachers have a varied and flexible curriculum to work with and they select those materials necessary to address learning objectives and learner needs. Teachers use planning periods to create lesson plans which include the resources available and address individual student learning styles and diverse learners. We have a resource room containing a wide variety of instructional materials: Leveled Books including a large selection of fiction and nonfiction sets, Learning Kits, Manipulatives for learning letters and phonics, Book Sets for every grade level, Games, Listening Center Activities, Readers Theater, and a large selection of learning games for every subject. We also have a Math and Science room which houses manipulatives for Math and Science Kits. We use these instructional materials to provide access for all students through center based learning activities and leveled instruction. All Students in K - 8 have computer instruction in the lab once a week. Additional technology time is provided in the classroom using a technology cart with Tablets for each child including personal earbuds. Online programs in place include: Reading Eggs, Reading A to Z - Raz Kids, Achieve 3000, and Think Through Math. These online programs provide opportunities for differentiated and scaffolded learning. The students use these programs over a period of years and progress through the levels as they practice and master skills. All students have access to a wide variety of learning sites through our school website: research based learning, typing skills, Online Dictionaries and Encyclopedias, a variety of search engines, Google Education, CPS Homework Help and many others. Our Technology Instructor also teaches keyboard/typing, excel, and word processing so students can produce high quality research and writing documents. Each classroom has an Elmo document reader, projector, and laptop. The intermediate and middle school teachers have access to a promethean board. Teachers use a variety of technologies including internet search engines, youtube, and video to supplement instruction within their classrooms. For example, teachers use YouTube videos embedded in their lesson plans to teach counting skills, Art history, Facing History among others. Teachers in all classrooms supplement with multimedia resources to expose students to current events. Teachers provide instruction on how materials are to be used to acquire new skills and expand their higher order thinking skills. They continually respond to student needs by repeated modeling the appropriate use of these materials.

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

Computer Usage rates: 13 out of 15 teachers whose students use Achieve 3000 are logging in on a consistent basis.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.

- Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Lowell teachers and staff believe that all students can learn and provide ambitious instruction to establish a culture for learning. Teachers convey high learning expectations for all students beginning with a Meet & Greet at the end of the school year to inform and ease transitioning to the next grade level. At this initial meeting teachers outline their academic content and provide examples of the academic rigor associated in their particular grade level in a take-home Summer Packet. Students are incentivized to assume responsibility for completing this packet and returning to school on the very first day with raffle tickets where they can win a variety of prizes. Administration and teachers provide parents and students with an outline of the academic expectations in a Welcome Newsletter and at Open House during the first month of school. During the school year, teachers have multiple methods and opportunities of increasing instructional rigor, 1d., 2b., 3b., and 3c. Teachers review, analyze, and discuss Classroom Assessments, MClass, NWEA, and PARCC results during grade level, teacher team meetings and school wide during Flex Days. These practices provide information teachers need in order to design more rigorous lessons to increase student outcomes in growth and attainment. Teachers in grades 2 - 8 model how to graph progress on NWEA so that their students can set and follow their own growth targets which leads to increased motivation and ability to take ownership of their own learning. Data is posted on specially designated Bulletin Boards in each classroom so that students can view their own progress. Learning objectives and/or I Can statements are posted in every classroom so that daily and weekly expectations are clear for all students. Our literacy tasks are based on CCSS and focus on Text Complexity, Citing Evidence, Knowledge and is accomplished through whole group, guided instruction, and center based learning. Math instruction is given in whole group, small group, and center based practice and is designed to increase focus, coherence and rigor. A large percentage of students in our cluster programs are pushed in providing them with access to rigorous student tasks. Authentic student work is posted or "published" on bulletin boards throughout our school and for all staff and students to view, comment up, and critique informally. The administration observes student learning and work formally and informally by conducting walkthroughs.

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Lowell has structures and processes in place to ensure successful transitioning from grade to grade and school to school. Students arriving from our preschool programs are invited into the Kindergarten classrooms with their parents in June to meet with the teachers, partake in a mini lesson, and learn about our general programs. We encourage all parents of preschool students to register early and have them ready to attend the first day of school to and set the stage for a success academic future. K-8 students have a Meet and Greet with the teachers they will have the following year during the last week of school. During this Meet & Greet, teachers discuss expectations and provide them with a summer packet which is designed to keep their skills sharp and minimize learning loss over the summer. Students who arrive during the middle of the year are made to feel welcomed. If any services or resources are necessary, our School Counselor will respond immediately. Students are assessed as soon as possible by their homeroom teachers so they can address any learning deficits and/or minimize instructional disruptions. Lowell exposes students early to academic and professional worlds beyond K-12. Students participate in the Columbia Fine Arts Program with an emphasis on creative professions such as dance, music, drama, and art. We also have a nationally recognized band and choir. We work with Jr. Achievement every year to expose students to the business world and its plethora of careers and opportunities. Through the many field trips teacher sponsor, students are exposed to a variety of professional careers. Lowell teachers from K-8 include regular discourse on the requirements any given career with age appropriate goal setting advice. High School Bulletin Boards are set up throughout the building for all students to see the importance of high school and college readiness. The counselor emphasizes the importance of early preparedness for high school, college, and career readiness by explaining high school applications and guidelines. He informs middle school students of the qualifications for applying to schools of excellence, ie strong college preparation. He works with middle school teachers to ensure their students' progress is being monitored. Teachers and Learning Behavior Specialists assist middle school students in completing all aspects of their high school applications including: essays, transcripts, questions, and final review. Our Counselor and 8th grade teachers visit High School fairs with their students in October. They encourage students to attend additional fairs by providing flyers with fair information. Teachers also encourage parental involvement so that they may guide them as well. We provide advanced 8th grade algebra instruction and student tutoring and academic afterschool. We expose students to a range a career paths through socially embedded curriculums. Our cluster program teaches daily life skills through weekly field trips in the community and specialized instruction.

Overall 8th Grade Graduation: 96%

% of Students to Selective Enrollment Schools: 84%

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

Student Council has 13 students and 4 mentors.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

According to the My Voice My School Survey, Ambitious Instruction was Very Strong. Our students have been making with All progress with students in grades 3-8 achieving higher growth than 60% of schools nationally We want to continue increasing growth and increasing attainment levels in grades 2-8. Our Principal does informal and informal observation on Instruction using Domain 3. Teachers use different methods to communicate the relevance of learning objectives. They have weekly or daily learning objectives posted. They keep student data and progress charts on wall allowing students to see their progress. Teachers in most grade levels use flexible groups in Literacy and Math based upon formal and informal assessments. Teachers draw upon and plan from a range of effective pedagogical approaches suitable to student learning of the content and skills taught and anticipate student misconceptions. The primary grades have center based learning providing agency, where students have access to leveled games and activities designed address a variety of learning modalities. Teachers will model appropriate instruction, use observational assessment to determine personalized learning goals and profiles. They provide students with a variety of tools such as exit slips, gallery walks, and lesson debrief to demonstrate mastery. It is also during this period of instruction that students are taught how to work independently so that they can direct themselves through a variety of center activities and games based learning. Some teachers use the following techniques: authentic discussion, question formulation, "book and math talk" and how to cite textual evidence to support views and opinions. Teachers also utilize The OnTrack report results to provide universal supports to prevent failing. Teachers will begin MTSS and Tiers 2 & 3 if students continue to make D's and F's in Reading and Math and intensive interventions do not result in the required attainment levels. Teachers will collaborate with grade level partners and work with our counselor or Related Service Providers to plan and monitor targeted student support with varied instructional strategies.

Teachers rated Unsatisfactory in Instruction is 3.23%
 Teachers rated Basic in Instruction is 6.45%
 Teachers rated proficient in Instruction is 32.26%
 Teachers rated distinguished in Instruction is 58.06.

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

All teachers at Lowell follow the MTSS protocol. In grades K-2 teachers use the MClass progress monitoring in addition to classroom assessment to determine appropriate interventions. The 3 - 8 teachers review BASS progress monitoring data and classroom assessments to determine students needs and supports. Teachers also instruct students on how to set and manage learning goals by showing them their personalized (ie graphed) test level results in math and literacy and discussing growth expectations with them. There are scheduled dates for turning in any MTSS folders for necessary review by the MTSS committee. Teachers develop student learning plans and goals for achievement. The ILT reviews the On Track reports monthly and reports to the Teacher Teams so supports can be implemented as soon as possible for students at risk.

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

Attendance: Chronic absenteeism has dropped over the past 4 years from 22 in 2013, 19 in 2014, 18 in 2015, and 17 in 2016. Absenteeism due to hospitalizations, transfers in, and 504 medical conditions.

Misconducts: Code 1 - 15, Code 2 - 5, Code 3 - 4, Code 4 - 1.

Students referred to case manager by principal after review of Tiered interventions and documentation: in house all means all scheduling (create a google doc)

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Lowell teachers follow district centralized assessments, CPS balanced assessment guidelines, and follow CPS grading protocols. Teachers at Lowell use multiple measures at multiple points in the year. K-8 students are tested on Reach, MClass and TRC, BASS, ACCESS, and NWEA at the beginning of each school year. Teachers in K-2 continually monitor students progress in reading and math by progress monitoring according to a Network 5 set schedule. Progress monitoring aides in the identification of those students who have learning gaps and may need Tier 2 and 3 services. Grades 3-8 use BASS testing for monitoring literacy progress. Teachers also use a variety of assessments to determine individual and whole class needs including observational and common core checklists, and core curriculum assessments. Teachers create unit plans outlining the year's learning objectives and specify assessments to administered in weekly lesson plans. Teachers use the CPS Gradebook and data binders to keep accurate assessment data on each student. Each classroom also has a data wall providing evidence of assessment data. Our school follows all district mandated testing and grading policies. Teachers consistently develop assessments using the CCSS, NGSS, STEM, and SEL as guidelines.

Teacher Proficiency Ratings for Planning and Preparation:

0% Unsatisfactory
 12% Basic
 32.26% Proficient
 54.84% Distinguished

On Track Report for 3-8 Overall rates for week 40 - 2016 were 57%, a 3% increase over 2015.

MClass Results for K-2:

Math 70% of students are Benchmark, 19% were Strategic, and 15% were Intensive.

TRC 30% of students were above Proficient and 33% of students were Proficient, 7% Below Proficient, 32% were At Risk.

3D Spanish rates were 25% were Above Proficient, 29% were Proficient, 17% were Below Proficient, 29% were Far Below Proficient.

On Track Rates for 3 - 8

MClass results for K -2

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

High levels of instruction are evident throughout the building every day. Teachers chose only two classroom celebrations each school year to avoid distracting from instructional routines. Lowell continually sets high expectations and this evident throughout the entire school day. Administration walks and monitors classroom as well as engage in conversations with students and teachers throughout the day. Staff understands and knows the expectations of each and everyone of their peers. Collaboration is evident in most grade levels. Teachers and staff are dedicated to their school and community.

School Culture and Climate was Very Strong

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.

- Praise effort and process. For example, “Good job, that must have taken a lot of effort” instead of, “Good job. You must be really smart.”

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

Based on the results from the My Voice My School Survey, Lowell students feel highly respected by their peers and teachers. Students feel a good sense of respect from their teachers. Conversations of caring and nurturing are evident throughout the school building. Students feel comfortable approaching administration with concerns and needs as they arise.

Supportive Environment was Very Strong
Parent - Teacher Partnership was Very Strong

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

We provide before and after school academic support. An accelerated math program is in place after school to provide enrichment for gifted and highly achieving students. We also have the Columbia Fine Arts program, gym, music, and Student Council.

Columbia Fine Arts After School Program had 101 students served for a period of 30 days or more.
The Summer Columbia College program has 46 students.

35 Students are in the Bilingual After School Program.

4 Teachers mentor our Student Council.
13 middle school students are representatives.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Based on evidence from the My Voice My School survey, our students feel safe inside the school building. Our security team follows CPS Safety and Security protocols. We have an alarm system, metal detectors, wands if necessary, and security cameras. There is a Security Guard at the main entrance. All visitors must sign in and out at the Security Desk and report to the main office of a visitor's pass. All doors except the main entrance are locked during the school day and are open only during entrance and dismissal times. Ancillary Staff assist teachers Students use a pass and the buddy system when leaving the classroom. Staff and Security are posted in lunchrooms during lunch to ensure students have a safe and healthy lunch break. If there is an occurrence, staff fills out the appropriate forms: incident, accident, discipline reports or calls 911/DCFS. Administration and Security meet with students as necessary to dialog regarding safety or bullying situations. School uses Peace Circle, Peer Jury, and check in and check out systems as Restorative Practices. Staff provides expectations of behaviors during the first week of school with student created posters and classroom community projects. Expectations are reiterated throughout the school year in a variety of ways. We have SEL curriculum embedded in the Social Studies curriculum and which is evident in teacher lesson plans. Monthly SEL themes are taught and modeled by teachers. Most teachers post evidence on classroom bulletin boards. The principal monitors teachers practices as part of Domains 2a. 2c. and 2d. The majority of teachers are rated proficient or distinguished in these domain sections. SEL and Character Education posters are up throughout the school as a daily reminder to all students of school expectations. Students are supported by ALL school staff. Social Worker is full time and always available for students in crisis or need.

School Safety was Strong
Quality of Facilities was Very Strong

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 **3** 4

Lowell has a variety of policies and procedures that emphasize proactive, and restorative approaches minimizing punitive consequences. Teachers initiate creating a classroom community in the beginning of the school year. Teacher sets up a system of rewards to encourage positive behaviors such as extra computer time, Fun Fridays, free choice centers, book give aways, small rewards, notes home, dances, and ice cream social. The middle school teachers use the curriculum Facing History to guide students and instill positive behaviors. They also address cyberbullying and and present units on toleration of LGBT rights through the use of guest speakers. Lowell uses the SEL monthly themes of respect, responsibility, courtesy, honesty, courage, wisdom, fairness, social justice, family, and to create peaceful behaviors. Each month has a theme and teachers use it to increase positive behaviors. Bulletin board outside of each teacher's room reflect the project they have selected for the monthly theme. Teachers often partner with another grade level during activities such as an art project on Martin Luther King, cleaning up the Lowell Community Garden, Christmas Cards for Soldiers, and two peace themed assemblies each year. Teachers will send families notice of positive behaviors home by newsletters, email, phone calls, or at dismissal. The Lowell community has a designated teacher SEL and MTSS Liaison to work with when positive reinforcements do not work. Administration oversees, meets, and plans with the Liaisons to monitor progress. Security provides a vital role, providing teachers with extra support if a student does not respond to positive reinforcements. Security holds detention with homework help or community service whereby students chose either. Security meets students and parents on a daily basis as necessary to discuss behavioral, safety, or security concerns and issues. Peer Jury, peace circle and SEL are all embedded into our school Safety Plan. The student council also monitors and brings recommendations to the LSC.

Supportive Environment is rated Very Strong with a parent response rate of 72%.
 Of that 72%,
 68% of parents completely feel students feel like they are part of a community.
 74% of parents completely feel students feel accepted and welcomed.
 65% of parents completely feel students social and emotional needs are met.
 44% of parents completely feel bully is not a problem while 26% feel bully is mostly not a problem.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.

- Prefer responses that do not remove students from regular instructional setting or after school activities.
- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 **3** 4

Administration hires seasonal part time employees who assist with Recess/Lunch. The also assist teachers by tutoring our high numbers of Diverse learners and ELL students. We have an eight member Parent Patrol Safety Unit operating in partnership with our Police Department. All have been trained to assist with supervision outside the school in the morning and afternoon as well as assisting the crossing guards. Our NCLB/BAC parents are also part of the Parent Patrol Safety Unit. Our Local School Council members consistently oversee our day to day operations and providing feedback and support as necessary. Bi monthly meetings are held and planned by our security officer and attendance clerk. Our Bilingual Lead teacher plans and coordinates the BAC meeting for our bilingual families. Lowell is currently opening up a office/room to welcome our parents into our school community. Teachers send home monthly newsletters to keep parents informed on current instruction. This also assists parents in holding their children accountable for their learning. Embedded in the newsletters are school current event and parent meeting dates. Teacher maintain a parent collaboration log taking anecdotal on frequent phone calls home. Administration collects these frequently as part of the Domain 4 evidence. Teachers also set up appointments with parents as needed. Teachers are always available to meet with parents before/after school, open house and Report Card pick up days. The preschool for all program has a home and school component built into their weekly curriculum. Which also includes the lending library. This is also evident in the Kindergarten and 1st grade through Educational Field Trips and Special Events. The Home School Connection has always been a important component of our School climate.

On the My Voice My School survey the response rate was 72%.

93% of those parents felt completely or mostly welcome when visiting.

93% of those parents felt completely or mostly that the school invites them to special events.

75% of those parents stated they had opportunities to participate in making decisions that affect the whole school community.

Guide for Parent Partnership

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child,

involvement in class and school projects in and out of school, and parent workshops).

- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus						
2	Culture of & Structure for Continuous Improvement: Professional Learning	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Instruction	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
National School Growth Percentile in Reading. We grew 15% from 2014-2015 school year to 2015-2016. Our goal is to continue to achieve above average growth each year in Reading.	45.00	60.00	66.00	71.00
National School Growth Percentile - Math				
National School Growth Percentile in Math. We grew 63% from 2014-2015 school year to 2015-2016. Our goal is to continue achieve above average growth in Math each school year.	15.00	78.00	52.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Percentage of Students Meeting/Exceeding National Average Growth Norms. 60.7% of students made national average growth for 2015. Our goal is to continue to increase percentage of students making national average growth each year by at least 5% each year. (15-16 did not upload)	49.60	(Blank)	52.90	60.00
African-American Growth Percentile - Reading				
African American Growth for Reading. The students did better than 22% nationally in 2014-2015 school year and 52% in 2015-2016. Our goal is to continue to increase growth by at least 5% each year for African Americans.	22.00	52.00	27.00	50.00
Hispanic Growth Percentile - Reading				
Hispanic Growth Percentile for Reading. We are noticing that this group of students were at the 60% in 2014-2015 and showed no growth in 2015-2016. Our goal is to have our Hispanic group grow by at least 5% each year.	60.00	60.00	76.00	80.00
English Learner Growth Percentile - Reading				
English Learners. No scores	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

Diverse Learners Growth Percentile Rating - Even though there was a 17% growth from 2014-2015 to 2015-2016 our goal is to grow by 32%.

1.00

18.00

38.00

44.00

African-American Growth Percentile - Math

African American Math Growth - The students grew 20% from 2014-2015 to 2015-2016. Our goal is to see the students grow by 13%.

17.00

37.00

58.00

65.00

Hispanic Growth Percentile - Math

Hispanic Math Growth. The students grew 73% from year 2014-2015 to 2015-2016. Our goal is to see a 5% growth in regards to the 2016-2017.

14.00

87.00

53.00

65.00

English Learner Growth Percentile - Math

English Learner Growth Percentile in Math no scores

*(Blank)**(Blank)*

0.00

0.00

Diverse Learner Growth Percentile - Math

Diverse Learner Growth in Math - This group grew 35% from 2014-2015 to the 2015-2016 school year. Our goal for this group is to reach 50%.

1.00

36.00

99.00

75.00

National School Attainment Percentile - Reading (Grades 3-8)

National school attainment in reading grades 3-8, the students only grew from 3% points. Our goal as a school is to increase attainment rates by at least 5% each year.

28.00

31.00

38.00

45.00

National School Attainment Percentile - Math (Grades 3-8)

National school attainment for math grades 3 -8, the students only grew 14% and our goal is to reach the 50%.

23.00

37.00

34.00

44.00

National School Attainment Percentile - Reading (Grade 2)

National Attainment in Reading for 2nd grade. The students grew from 1% in 2014-2015 to 35% in 2015-2016. Our goal is to see this group grow to 50%.

1.00

35.00

9.00

40.00

National School Attainment Percentile - Math (Grade 2)

National Attainment in Math for 2nd Grade. The students were at 1% in 2014-2015 to 22% in 2015-2016. Our goal is to see this group at 40%.

1.00

22.00

1.00

30.00

% of Students Making Sufficient Annual Progress on ACCESS

Students making sufficient Annual Progress on Access.

46.60

49.40

21.00

50.00

Average Daily Attendance Rate

97% Continue to improve and reach our attendance goal for 2017-18 school year.continue with student incentive and teacher attendance plans

95.10

95.10

94.70

95.70

My Voice, My School 5 Essentials Survey

Educate the community on the importance of becoming more involved during school open house, parent meeting and after school showcases. At the Spring Report card pick parents were able to fill out the My Voice, My School 5 Essentials Survey during check in.

*(Blank)**(Blank)**(Blank)**(Blank)*

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice My School 5 Essentials Survey Completion Rates				
All Teachers to complete Survey	61.00	46.70	100.00	100.00
Data Quality Index Score				
Data Quality Index to be monitored consistently.	70.00	94.11	99.60	100.00

Strategies

Strategy 1

If we do...

If the majority of our instructional staff engages in ongoing professional learning

...then we see...

an increase of at least 5% of teachers rated as proficient or excellent

...which leads to...

overall increase on attainment scores on classroom exams, Achieve 3000, MClass, NWEA and PARCC.

Tags:

Professional Learning

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
PD on new literacy K-8 curriculum programs with 95% attendance by teachers.	Outside Vendor - Pearson	Aug 29, 2016 to Jun 23, 2017	Attendance sign in sheets and exit slips.	On-Track
Instructional Coaching				
PD on MTSS and interventions attended by 95% of staff.	Social Workers, School Counselor, MTSS committee,	Mar 7, 2016 to Jun 18, 2018	Sign in sheets and exit slips.	On-Track
MTSS				
Departmentalized and grade level PD (Science, Social Studies, Literacy, Mathematics, etc	Outside Vendors and Network	Aug 29, 2016 to Jun 23, 2017	Agendas, Evidence of completion on the Knowledge Center Learning Hub.	On-Track
Professional Learning				
Teachers will develop personal professional learning plans	Teachers	Sep 2, 2016 to Jun 23, 2017	Completed form turned into Administration by September 2016	Not started
Professional Learning, Professional learning plan				
PD on Go Math for K-2 teachers.	Outside Vendor	Aug 29, 2016 to Jun 23, 2017	Attendance sign in sheets, exit slips	On-Track
Professional Learning				
6th grade teachers to attend SEED - Power of Two Federal Grant Math and Literacy Program.	Federal Government	Jun 21, 2016 to Jun 29, 2018	Complete Study Group Data Forms and Reports	On-Track

Professional Learning

K-2 Teachers to attend the OECE Ready Set Teach Summer Institute.	K-2 Teachers	Aug 3, 2016 to Aug 4, 2016	Agenda and Completion form from Learning Hub	On-Track
---	--------------	----------------------------	--	----------

Professional Learning

K-5 Lucy Caulkins Reading / Writing Program	Outside Vendor - Lucy Caulkins Consultant	Sep 6, 2016 to Jun 23, 2017	Sign in Sheets and Exit Slips	Not started
---	---	-----------------------------	-------------------------------	-------------

Professional Learning, Professional development

Strategy 2

If we do...

Develop balanced assessment and grading protocols

...then we see...

all teachers following a consistent format and clear expectations of student assessment and grading guidelines.

...which leads to...

An decrease by at least 5% of students designated as At Risk on the On Track Reports.

Tags:

Professional Learning

Area(s) of focus:

2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Grade Scales on Gradebook should be the same across grade bands and subject areas.	Teacher Teams, Administration	Aug 29, 2016 to Jun 29, 2018	Monitor compliance on Gradebook every 5 weeks by administration.	Behind

Gradebook

Teachers to administer quarterly benchmark assessments from Knowledge Center.	Teachers, Administration	Sep 6, 2016 to Jun 23, 2017	Verification and analysis of results on Dashboard by Administration.	Behind
---	--------------------------	-----------------------------	--	--------

Quarterly benchmark testing

Teacher Teams to grade benchmark tests in collaboration using Benchmark Assessment Overview from Knowledge Center, entering results on CIM.	Teachers	Sep 6, 2016 to Jun 23, 2017	Verification and analysis of results on Dashboard by Administration.	Behind
---	----------	-----------------------------	--	--------

Balanced grading and assessment

ILT to analyze results of benchmark testing.	ILT	Sep 6, 2016 to Jun 23, 2017	CIM -Dashboard report collected quarterly by Administration	Behind
--	-----	-----------------------------	---	--------

Balanced grading and assessment

Teachers maintain data binders with assessment and grading information.	Teachers	Mar 8, 2016 to Jun 23, 2017	Data Binders are collected Quarterly for review by Principal	On-Track
---	----------	-----------------------------	--	----------

Balanced grading and assessment

Teachers maintain and display data walls in classroom.	Teachers	Sep 6, 2016 to Jun 23, 2017	Administration verifies during informal and formal observations. Peer observation.	On-Track
--	----------	-----------------------------	--	----------

Data tracking, Data walls

Strategy 3

If we do...	...then we see...	...which leads to...
Increased collaboration and peer to peer instructional planning	more consistency across grade levels and a greater depth of understanding of subject and content area	5% increase of attainment scores for students across grade levels and subject areas.

Tags: Instruction, Instructional planning, Peer to peer observations
 Area(s) of focus: 3

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Assign a mentor for teachers new to subject area or grade level.	Teachers and Mentors to list topics and meeting date on google calendar.	Sep 6, 2016 to Jun 23, 2017	Google Calendar reviewed by administration quarterly	Not started

Instructional Coaching, Mentorship

Lesson Plans aligned to CCSS and WIDA across grade bands and content area	Teachers, Learning Behavior Specialists	Aug 29, 2016 to Jun 23, 2017	Lesson Plans due Weekly to Principal - Lesson Plan Weekly Checklist	On-Track
---	---	------------------------------	---	----------

Lesson planning

Increase Co - Teaching	Teachers, Learning Behavior Specialists, and Administration	Sep 6, 2016 to Jun 23, 2017	Administrative review of Teachers Daily and Weekly Schedules on weekly lesson and unit plans.	On-Track
------------------------	---	-----------------------------	---	----------

Teacher Teams/Collaboration

Unit plans created by grade cluster teams every 5 weeks.	Teacher and Learning Behavior Specialist Teams	Aug 29, 2016 to Sep 2, 2016	Administrative review every 5 weeks after intial P.D.	Not started
--	--	-----------------------------	---	-------------

Lesson planning, Unit planning

Utilize Google Docs lesson planning template for all grade levels and content areas.	Teaches and Learning Behavior Specialist Teams.	Aug 29, 2016 to Jun 23, 2017	Lesson Plans are turned into Administration weekly.	On-Track
--	---	------------------------------	---	----------

Lesson planning, Lesson pacing

Strategy 4

If we do...	...then we see...	...which leads to...
Increase teacher implementation of all aspects of MTSS	consistent and increased documentation of students requiring MTSS	greater equity of services for all students and a decrease of students designated as At Risk on the On Track Report by at least 5% in each area.

Tags:
 Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will enter on MTSS logging tool on Impact	Teachers	Sep 6, 2016 to Jun 23, 2017	Administration Checklist	Behind

Mtss folders

Peer or Committee review of strategies and interventions.	Administration, Teachers, ILT	Sep 6, 2016 to Jun 23, 2017	Administration and School Counselor	On-Track
---	-------------------------------	-----------------------------	-------------------------------------	----------

MTSS

Teachers to complete formal request for Specialized Services Consults.	Teachers	Mar 8, 2016 to Jun 23, 2017	School Counselor to refer formal requests to appropriate providers.	On-Track
--	----------	-----------------------------	---	----------

Specialized services

Teacher Teams to collaborate with Learning Behavior Specialists concerning shared students MTSS.	Teachers	Sep 6, 2016 to Jun 23, 2017	Teachers turn in MTSS Folders Quarterly	Behind
--	----------	-----------------------------	---	--------

MTSS, Teacher collaboration

Teacher Teams to align MTSS strategies to weekly Small Group Instruction	Teachers and Learning Behavior Specialists	Sep 6, 2016 to Jun 23, 2017	Teacher lesson plans turned in weekly and Teachers turn in MTSS Folders Quarterly.	Behind
--	--	-----------------------------	--	--------

Collaboration, Mtss folders

Teachers to create and implement attendance plans.	Teachers and Learning Behavior Specialists	Aug 29, 2016 to Jun 23, 2017	Administrative review quarterly or more frequently is Teacher's attendance rates are decreasing	Behind
--	--	------------------------------	---	--------

Attendance plan

Teachers to have parents and students sign Attendance Contracts at Open House in September 2016 or during the month of September if parents do not	Teachers	Sep 6, 2016 to Sep 30, 2016	Administrative Review	Behind
--	----------	-----------------------------	-----------------------	--------

Attendance plan, Attendance contracts

Teachers and Learning Behavior Specialists to create behavior plans as necessary.	Teachers and Learning Behavior Specialists	Sep 6, 2016 to Jun 23, 2017	Administrative Review as necessary	Behind
---	--	-----------------------------	------------------------------------	--------

Behavior supports, Behavior plans

Utilize a google document to keep track of students on intervention tiers	RTI committee and Administration	Mar 8, 2016 to Mar 8, 2016	Ongoing Administrative Review - Quarterly review of Teachers turning in folders	Behind
---	----------------------------------	----------------------------	---	--------

Intervention, Tier 2 & 3, Rti

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ PD on new literacy K-8 curriculum programs with 95% attendance by teachers. Tags: Professional Learning, Instructional Coaching</p>	Outside Vendor - Pearson	Aug 29, 2016	Jun 23, 2017	On-Track
<p>✚ PD on MTSS and interventions attended by 95% of staff. Tags: Professional Learning, MTSS</p>	Social Workers, School Counselor, MTSS committee,	Mar 7, 2016	Jun 18, 2018	On-Track
<p>✚ Departmentalized and grade level PD (Science, Social Studies, Literacy, Mathematics, etc Tags: Professional Learning, Professional Learning</p>	Outside Vendors and Network	Aug 29, 2016	Jun 23, 2017	On-Track
<p>✚ Teachers will develop personal professional learning plans Tags: Professional Learning, Professional Learning, Professional learning plan</p>	Teachers	Sep 2, 2016	Jun 23, 2017	Not started
<p>✚ PD on Go Math for K-2 teachers. Tags: Professional Learning, Professional Learning</p>	Outside Vendor	Aug 29, 2016	Jun 23, 2017	On-Track
<p>✚ 6th grade teachers to attend SEED - Power of Two Federal Grant Math and Literacy Program. Tags: Professional Learning, Professional Learning</p>	Federal Government	Jun 21, 2016	Jun 29, 2018	On-Track
<p>✚ K-2 Teachers to attend the OECE Ready Set Teach Summer Institute. Tags: Professional Learning, Professional Learning</p>	K-2 Teachers	Aug 3, 2016	Aug 4, 2016	On-Track
<p>✚ K-5 Lucy Caulkins Reading / Writing Program Tags: Professional Learning, Professional Learning, Professional development</p>	Outside Vendor - Lucy Caulkins Consultant	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Grade Scales on Gradebook should be the same across grade bands and subject areas. Tags: Professional Learning, Gradebook</p>	Teacher Teams, Administration	Aug 29, 2016	Jun 29, 2018	Behind
<p>✚ Teachers to administer quarterly benchmark assessments from Knowledge Center. Tags: Professional Learning, Quarterly benchmark testing</p>	Teachers, Administration	Sep 6, 2016	Jun 23, 2017	Behind
<p>✚ Teacher Teams to grade benchmark tests in collaboration using Benchmark Assessment Overview from Knowledge Center, entering results on CIM. Tags: Professional Learning, Balanced grading and assessment</p>	Teachers	Sep 6, 2016	Jun 23, 2017	Behind
<p>✚ ILT to analyze results of benchmark testing. Tags: Professional Learning, Balanced grading and assessment</p>	ILT	Sep 6, 2016	Jun 23, 2017	Behind
<p>✚ Teachers maintain data binders with assessment and grading information. Tags: Professional Learning, Balanced grading and assessment</p>	Teachers	Mar 8, 2016	Jun 23, 2017	On-Track
<p>✚ Teachers maintain and display data walls in classroom. Tags: Professional Learning, Data tracking, Data walls</p>	Teachers	Sep 6, 2016	Jun 23, 2017	On-Track
<p>✚ Assign a mentor for teachers new to subject area or grade level. Tags: Instruction, Instructional planning, Peer to peer observations, Instructional Coaching, Mentorship</p>	Teachers and Mentors to list topics and meeting date on google calendar.	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Lesson Plans aligned to CCSS and WIDA across grade bands and content area Tags: Instruction, Instructional planning, Peer to peer observations, Lesson planning	Teachers, Learning Behavior Specialists	Aug 29, 2016	Jun 23, 2017	On-Track
+ Increase Co - Teaching Tags: Instruction, Instructional planning, Peer to peer observations, Teacher Teams/Collaboration	Teachers, Learning Behavior Specialists, and Administration	Sep 6, 2016	Jun 23, 2017	On-Track
+ Unit plans created by grade cluster teams every 5 weeks. Tags: Instruction, Instructional planning, Peer to peer observations, Lesson planning, Unit planning	Teacher and Learning Behavior Specialist Teams	Aug 29, 2016	Sep 2, 2016	Not started
+ Utilize Google Docs lesson planning template for all grade levels and content areas. Tags: Instruction, Instructional planning, Peer to peer observations, Lesson planning, Lesson pacing	Teaches and Learning Behavior Specialist Teams.	Aug 29, 2016	Jun 23, 2017	On-Track
+ Teachers will enter on MTSS logging tool on Impact Tags: MTSS, Specialized services, Mtss folders	Teachers	Sep 6, 2016	Jun 23, 2017	Behind
+ Peer or Committee review of strategies and interventions. Tags: MTSS, Specialized services, MTSS	Administration, Teachers, ILT	Sep 6, 2016	Jun 23, 2017	On-Track
+ Teachers to complete formal request for Specialized Services Consults. Tags: MTSS, Specialized services, Specialized services	Teachers	Mar 8, 2016	Jun 23, 2017	On-Track
+ Teacher Teams to collaborate with Learning Behavior Specialists concerning shared students MTSS. Tags: MTSS, Specialized services, MTSS, Teacher collaboration	Teachers	Sep 6, 2016	Jun 23, 2017	Behind
+ Teacher Teams to align MTSS strategies to weekly Small Group Instruction Tags: MTSS, Specialized services, Collaboration, Mtss folders	Teachers and Learning Behavior Specialists	Sep 6, 2016	Jun 23, 2017	Behind
+ Teachers to create and implement attendance plans. Tags: MTSS, Specialized services, Attendance plan	Teachers and Learning Behavior Specialists	Aug 29, 2016	Jun 23, 2017	Behind
+ Teachers to have parents and students sign Attendance Contracts at Open House in September 2016 or during the month of September if parents do not Tags: MTSS, Specialized services, Attendance plan, Attendance contracts	Teachers	Sep 6, 2016	Sep 30, 2016	Behind
+ Teachers and Learning Behavior Specialists to create behavior plans as necessary. Tags: MTSS, Specialized services, Behavior supports, Behavior plans	Teachers and Learning Behavior Specialists	Sep 6, 2016	Jun 23, 2017	Behind
+ Utilize a google document to keep track of students on intervention tiers Tags: MTSS, Specialized services, Intervention, Tier 2 & 3, Rti	RTI committee and Administration	Mar 8, 2016	Mar 8, 2016	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial

assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

The school and LSC will hold periodic meetings with parents invited to provide input and review.

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

The NCLB Committee was held on Thursday, October 6, 2016 between 8:30a.m. - 9:00 and the Title I Organizational Meeting was held on Thursday, October 6, 2016 from 9:00a.m. - 10:30 a.m. Letters home, teacher monthly newsletters notified parents.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will receive this information in a variety of ways. The school will send letters home as necessary. We will hold an open house during the first month of school to provide parents with this information. Teachers will explain the curriculum and academic assessment tools used to measure student progress on a continual basis including at the initial open house, monthly newsletters, parent teacher meetings, and conferences.

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

Principal will respond immediately by scheduling a meeting with all parties involved including parents, teachers, social worker, counselor, etc. Any suggestions will be considered and implemented according to the best interest of the child's educational and emotional development.

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

School will provide this information to parents at Report Card Pick Up and or conferences. If tests results are received later than the last report card pick up then reports will be sent home. Failing Students at academic risk or warning will be notified immediately.

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

A formal letter will be sent home if any class is being taught by a teacher who is not "highly qualified" for a least four consecutive weeks. Letters are generated by Chicago Public Schools.

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

School will send home explanatory notices to parents. Teachers will notify parents of the importance of this information at the initial open house, parent teacher conferences, and letters home. Parents also have access to the school website which includes links.

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

The school holds an open house during the first month of the school year so that teachers may provide parents with this information. Teachers also include information in their newsletters, and invite parents to meet with them to explain methods of improving their child's academic achievement.

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

The school will provide ongoing training on how to involve parents. This involves newsletters, parents volunteering for field trips and special events.

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

Our preschool program includes a variety of programs including; parents as teachers, home school connections, and monthly parent meetings. They also do a meet and greet to share student portfolios with parents four times year.

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

Any information or letters home related to the school and parent programs is sent home in English and Spanish to ensure all parents in our community are notified.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

Lowell Elementary School is committed to meeting the needs of all students by providing him/her with academic excellence as he/she pursue parents and the community, is dedicated to developing the whole child academically, socially and physically while modeling positive behaviors.

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

We follow the CPS format and dates which will be as follows for the 2016 - 2017 school: November 9, 2016 and April 19, 2017

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

The progress reports for the 2016 - 2017 school year are First Quarter - October 7, 2016; Second Quarter - January 9, 2017; Third Quarter - March 10, 2017; Fourth Quarter - May 19, 2017. If a student is failing a report will be sent home to the parents as necessary. Parents may also access the IMPACT system through the parent portal for updates.

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

Teachers are available for parents before or after school. Teachers notify parents of their availability in their monthly newsletters, texts, phone calls, and emails. Teachers also meet outside with parents prior to entrance and after dismissal.

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

Parental involvement is encouraged through field trips and special events such as Band and Choir presentations, and Back to School initiatives. Parents are highly encouraged to sign up online to become volunteers. We now have ten parent patrols monitoring safe passage for our students.

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

Our school provides incentives for students to attend school on a regular basis and for homework completion. Teachers notify parents how they monitor the students in their classes through the monthly newsletters. Teachers encourage parent and teacher partnerships to ensure greater success. There is a home school connection when teachers provide academic enrichment during our intersession. The packets are designed to include parental involvement to enhance and support learning during breaks. Teachers provide detailed instructions for parents to assist students at home. Many teachers provide contact information to assist with any clarifications or questions.

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

The parents are encouraged to communicate with the teacher if there are any concerns. Parents may call or come into the school at any time during school office hours to schedule an appointment. Parents are notified in writing of any meeting pertaining to their child's progress.

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

Students are informed of any incentives to increase their attendance and complete the homework by their classroom teacher. Students set their own individual goals and are held accountable for their own academic achievement and growth.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Lowell's overarching goal is to increase parental involvement on the path to successful student academic achievement. The manner in which we seek to develop a successful home school connection through improved communication between parents and the administration, teachers, and staff. Administration and Teachers meet parents during Open House at the beginning of the school year in order to initiate a bond with parents and establish modes of ongoing communications. It is during this initial meeting, that the curriculum topics, student goals, attendance requirements, behavior expectations, and testing requirements are outlined for them. They are encouraged to share in the responsibility for academic achievement by monitoring homework and attendance. They are also encouraged to sign their child up for after school programming if necessary. Agreeing to act as a partner to increase their child's academic development. Additionally Lowell's outside provider, Columbia College, holds monthly meetings to assist parents in increasing their students achievement. They will also refer them to outside agencies of requested.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 490	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 970	.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	891	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	500	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	28	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00