Federico Garcia Lorca Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
12/19/2017	CIWP members	Roles and responsibilities, timelinee
12/19/2017	LSC	CIWP Timeline
01/10/2018	VTMS	Review past CIWP and priorities
01/16/2018	CIWP	Set goals
01/17/2018	ILT	Review progress
01/23/2018	LSC	Review progress
01/26/2018	VTMS	Set metric and goals
02/02/2018	FACULTY	CIWP DAY: review past data from 5E, SQRP, teacher attendance
02/07/2018	ILT	SEF
02/07/2018	Vertical teams Prek-8th	SEF & priorities
02/20/2018	CIWP	Student voice
02/20/2018	LSC	Public participation
04/11/2018	PAC	Parent vote on COMPACT
05/08/2018	CIWP	Finalize Priorities, Action and Strategies
05/09/2018	Prek-8th Vertical Teams	Provide feedback on Strategies
05/15/2018	LSC	Approve 2018-2020 CIWP

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

> Lorca achieved Level 1+ for two consecutive years (2016 & 2017) because the Lorca faculty and parents are consistently involved and empowered to collaborate on the CIWP strategies/goals, SQRP by completing needs assessment, peer observations, root cause analysis.
> Parent committees and leadership teams meet regular to monitor student achievement and the CWIP as evidenced by LSC/PAC/BAC agendas.Students, parents, staff are offer specific strategies to move Lorca forward as evidenced by the 5 Essentials data, CIWP agendas and meetings. Students reported "Strong School Connectedness" on their MVMS.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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.
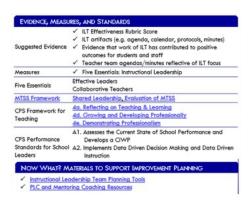
> The Lorca ILT
> - has members representing Prek--8th grades, EL, DL, Specials, Science, Math, Literacy, Social Studies, and meets regularly twice monthly according to a schedule set at the beginning of the school year;
> - consistently reviews all data (BAG, MTSS, SQRP with focus on ELs & DLs, etc.) and uses the Root Cause analysis;
> - invites parents and teachers to participate in at least two rounds focused on the school or team's Problem of Practice;
> - roles for facilitator, reporter, time-keeper & responsibilities for action items are on a volunteer basis to ensure equitable voice;
> - collaborates weekly with their Vertical Teams, monthly with MTSS/EL/DL teams and at least quarterly with their Department Teams to complete action items;
> - monitors Lorca's progress on our CIWP and makes adjustments as needed to specific strategies aligned to priorities;
> - identifies the professional development needs of staff in collaboration with the PPLC & PPC by June of the current year and creates the PD Calendar for the following school year.

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

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

2017 MVMS shows that 80% of teachers feel that Lorca PD is very strong. Teachers meet regularly with their departments and teams to align their professional learning with CIWP priorities and SQRP gaps.
Teachers and staff collaborate on their strengths and growth areas through peer observations on and off school-site and are willing to accept & provide on-going feedback.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ Teaching the Teachers
- ✓ Making Better Use of Research
- ✓ Upcoming Professional Learning Opportunities
- ✓ Framework for Teaching PD Modules

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**

On 2017 MVMS, 90% of teacher stated they had influence on how discretionary funds are used at Lorca to determine instructional materials and in-service programs.
This includes participation in the Strategic Hiring Plan: all teachers invited, rubric-based panel interview, observation of teaching, evidence of ability to use data to differentiate and adapt instruction to meet needs of all students.
Lorca ES happily partners with the following universities, colleges, associations and organizations: Science & Math: Illinois Board of Education with Trends in Math & Science Study, the Museum of Science & Industry, The Brookfield Zoo, The Peggy Notebaert Nature Museum; Social Studies: Facing History; Enrichment - Chicago Opera Theater, U.S. Lacrosse, U.S. Green Apple; Personalized Learning: LEAP Innovations, Coding.Org; Leadership - Columbia University & Cahn Fellows, Chicago Leadership Collaborative,

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	✓ 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	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

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

Lorca is a member of the CPS Personalized Learning Elevate 1 Cohort. While our curriculum is anchored to the CCCSS, it is our intention to fully implement Personalized Learning where the learning happens anywhere, everywhere at any time because it is learner-led.

Currently, our Counselor and Interventionist see all students to provide them with 2nd Step (a SEL curriculum). Also, our students learn about Latino-American and African-American curriculum through our fine arts & music programs.

Lorca is awaiting the new CPS writing & NGSS curriculum but overall, on the 2017 MVMS, 70% of 6th-8th graders stated Lorca was strong with Ambitious Instruction with 85% in Academic Press. We will continue to work on our Computer Science curriculum by partnering with CS4All, the CME group and implementation of computational thinking integration in all subjects.

Guide for Curriculum

- ○ ■ **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - ○ **Integrate academic and social emotional learning.**
  - ○ **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - ○ ■ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Instructional Materials:

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)

Score

1   2   3   **4**

2017 MVMS survey states that 90% of teachers influence funding for instructional materials, including on-line learning: Khan, Raz Kids, Brain Pop, Panoram, IXL, Lexia. We are always increasing our native Spanish materials.
We have almost 1:1 technology to enhanced student learning due to the Personalized Learning Elevate Cohort 1 commitment. Also, all departments manage budget requests/purchases. We will continue to enhance project-based learning by finding robust materials & non-print/digital manipulatives to advance student passion projects, fine arts and computer science education.

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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

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

nclude: Walkthrough, EL CAP, DL snapshot, REACH 3B & 3C, SEL & MTSS self-assessment, 5E students - Ambitious - low in ELA/high in Math' MOY NWEA 40%; TRC; 2nd grade gaps

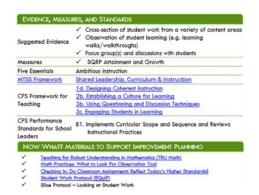Set: VTM looking at student work protocols; Math dept peer obs;

In progress; students self-assessment; writing for authentic audiences

Gap: full use of DOK, SPECIALS team; calibration of student performance & assessment within grade-levels; K-2 literacy

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). 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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

At Lorca, all our students are exposed to college & careers through our Personalized Learning component: K-4 Enrichment and 5-8 Passion Projects. Students use skills specific to a college & career anchor through experiential learning. Our Counselor meets with 6th-8th graders for Naviance implementation. For the first time, Lorca ES hosted a College & Career day coordinated by our counselor and Resident Principal.

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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Instruction:

Score

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.

1 **2** 3 4

> The Lorca faculty analyzed the 2017 Lorca REACH and found a disconnect between EL & DL achievement gaps. The ILT and Department Chairs will collaborate to have more frequent peer observations focused on EL best practices and effective inclusion co-teaching models.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

Currently, the ILT and PPLC have engaged Lorca teachers in on-going conversations to calibrate assessments and grading. The MTSS team, with Reading Specialist will continue to meet to have a better understanding of interventions & monitoring of T2 & T3 students. We continue to work on disconnections between SEL, Character education to align with Listening & Speaking & Habits for learning. Lastly, we will focus on creating and developing competency-based formative assessments.

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 **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.
  - 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

Multi-Tiered System of Supports:

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

Set: Reading Specialist & Interventions facilitate monthly MTSS case studies; ILT reviews progress of ELs & DLs & T2/2 students; classroom environment promotes student agency & voice, consistent monitoring of students receiving interventions; Retiree provides interventions.

The MTSS committee, especially the Specialists will continue to collaborate with staff, including providing differentiated training on academic, behavioral, SEL & EL strategies; partner with parents using the Semester 1 forecast and provide K-2 parent literacy workshops.

To support ELs in the primary grades, Spanish Bilingual interventions, specifically with writing will be provided to close the achievement gap.

Guide for Multi-Tiered System of Supports

- **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) 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
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ 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 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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.

Score

1   2   **3**   4

> Lorca is "Well Organized" per the 2017 5 Essentials: "Strong" Teacher-Principal trust with 96% of staff believe that the principal is an effective manager; "Strong" School Commitment by teachers with 100% recommendation of Lorca to parents seeking school placement; "Strong" Parent influence on decision-making reported by staff.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

> Relational trust at Lorca has increased due to multiple implementation of PD for staff and consistent on-going SEL. Specifically, as part of the CPS Personalized Learning Cohort 1, Lorca has partnered with Panorama to better understand Social-Emotional-Learning aligned to both students & teachers' perspective and with Personalized Learning instruction.
>
> Data shows an increase in Student Voice through Student Council-led school-spirit activities;
> Consistent use of Student Logger to better monitor student attendance, behavior, and SEL needs.
> Partnering with Facing History through presentation of "Bully" movie and supported by Social Worker, Counselor, Clerk, Security Officer and 5th-8th grade teachers and Special Ed team.
> Personalized Learning expansion with more adults mentoring through 5th-8th Advisory and K-4th Enrichment, teachers as experts in two or more subjects;
> Increased peer observations between and among department members, both vertically and horizontally with an increase number of teachers participating in school rounds.

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

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

Lorca school staff, ILT, CIWP committee and select group of 4th-8th reviewed:
1. 2017 - 5 Essentials/MSMV
2. Identified what is working well from student perspective
3. Identified what needs to improve quality of student life

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and 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

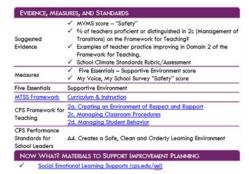Safety procedures reviewed with Lorca school staff, ILT, CIWP committee and select group of 4th-8th reviewed:
1. 2017 - 5 Essentials/MSMV
2. Identified what is working well from student perspective
3. Identified what needs to improve safety

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.
- **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.
- **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
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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

Score

1   **2**   3   4

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.

> More consistent and on-going training on restorative approaches to discipline based on the ILT, MTSS and CIWP committees review of data, meeting minutes, and survey results from
> PBIS events
> SEL application
> MTSS monthly meetings
> Interventionist
> Security guard & parent workers

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

Score

1   2   **3**   4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way

feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

> Lorca's staff and faculty, including the CIWP committee discussed data and trends from the MVMS Parent surveys. Parental involvement at Lorca has increased from 2016 to present based on the following:
> on-going ESL classes with Wright College
> PTA events
> Parent University
> Volunteer program
> Parent garden
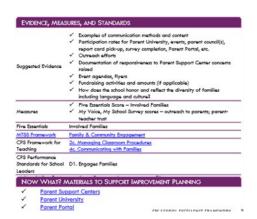> LSC meetings
> BAC quarterly meetings
> PAC monthly meetings, workshops, fieldtrips

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	93.00	79.00	80.00	83.00	85.00
National School Growth Percentile - Math					
Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	75.00	85.00	86.00	87.00	88.00
% of Students Meeting/Exceeding National Ave Growth Norms					

Lorca student performance data from SY 2016-2017 shows that our students can meet and ex	63.50	62.20	65.00	67.00	70.00

African-American Growth Percentile - Reading

NA	*(Blank)*	*(Blank)*	70.00	70.00	70.00

Hispanic Growth Percentile - Reading

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	93.00	76.00	77.00	78.00	78.00

English Learner Growth Percentile - Reading

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	91.00	76.00	77.00	78.00	80.00

Diverse Learner Growth Percentile - Reading

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	99.00	99.00	50.00	50.00	55.00

African-American Growth Percentile - Math

Sy17	*(Blank)*	*(Blank)*	70.00	70.00	70.00

Hispanic Growth Percentile - Math

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	73.00	86.00	70.00	75.00	77.00

English Learner Growth Percentile - Math

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	60.00	78.00	50.00	60.00	75.00

Diverse Learner Growth Percentile - Math

Lorca faculty will continue to strive to have 100% of our students meet their growth targets.	99.00	70.00	50.00	60.00	70.00

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

Lorca students were slightly above average at the 61% in SY17 and we know that 70% attainment equals college & career readiness.	58.00	63.00	60.00	65.00	70.00

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

Lorca students were slightly above the national average at 65th% in SY17 and we know that 70% attainment equals college & career readiness.	56.00	66.00	80.00	70.00	73.00

National School Attainment Percentile - Reading (Grade 2)

Lorca students were slightly above the national average at 65th% in SY17 and we know that 70% attainment equals college & career readiness.	52.00	41.00	60.00	65.00	70.00

National School Attainment Percentile - Math (Grade 2)

Lorca students were slightly above the national average at 65th% in SY17 and we know that 70% attainment equals college & career readiness.	60.00	53.00	80.00	60.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

Lorca ELs deserve to achieve better than average or 50%. We will partner with our parents on EL best strategies.	45.60	(Blank)	50.00	55.00	60.00

Average Daily Attendance Rate

Lorca students LOVE coming to Lorca! Our goal is 97% by 2020.	96.50	96.30	96.50	96.00	97.00

My Voice, My School 5 Essentials Survey

Achieved Level 1+ for 2015-2016 and 2016-2017; Goal is ALWAYS to be a well-organized school.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Personalize our learning environment and consistently integrate the 4Cs and develop an innovator's mindset to rethink the ways we teach and support students in their learning	student-designed instruction, student-centered classrooms, and student-focused learning	well-rounded students with the knowledge, skills, and abilities that will prepare them for college, a career, and life.

Tags:
Personalized Learning, Student enrichment, 21st century skills, Student learning, Student voice, engagement, Authentic writing, Student empowerment, Student goal setting

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Instruction Action #1 - Messaging of Lorca's PL Vision Phase 3 PL team will train all Lorca faculty on Lorca's Vision for Personalized Learning instruction to impact students, their parents and school community as evidenced by postings of via social media and school meetings.	Phase 3 Personalized Learning Team	Sep 3, 2018 to Sep 6, 2019	Not started

Personalized Learning, Teacher-teacher trust & support, Teacher capacity

| Instruction Action #2 - Instructional Coaching
Specialists & Counselor will collaborate & coach teachers on
1. Social and Emotional Learning practices to create upstanders by implementing T1 instruction with SEL integrated in all subjects

2. Mult-tiered Student Supports (Academic, Behavioral, Language) Complete SDQ and Root Cause Analysis/ICEL/RIOT to identify T2 & T3 students for targeted & accelerated instruction, SEL, language proficiency, behavioral supports.

3. Push-in to model best instructional practices, including on-line learning to support T2 & T3 students during small group settings or individual supports

4. using data from 5-week Cycles of Learning to monitor progress of T2 & T3 students | Specialists, MTSS team, Counselor | Sep 17, 2018 to Jun 12, 2020 | Not started |

Root cause analysis, Academic interventions, Instruction, assessment, data use,, Menu of interventions

Instruction Action #3 - Integration of Writing To support the 4Cs, continue on-going Writing integration in all subjects - Science, Social Studies, Math, Literacy as supported by external partners (MSI, Facing History, LEAP Innovations, Brookfield Zoo, Peggy Notebaert, etc.) on-line platforms (Lexia, Panorama, Khan Academy, etc) and CPS departments (ODLSS, OLCE, Literacy, etc.)	Department Chairs, Special Ed & EL Teams (everyone)	Aug 27, 2018 to Jun 19, 2020	On-Track

Writing, 4cs

Strategy 2

If we do...	...then we see...	...which leads to...
create learner-focused/led/demonstrated environment for students to innovate, think critically, identify problems and solutions and who work with their peers or assume leadership roles to resolve conflicts	motivated students with a sense of community and purpose	globally-minded, empathetic young people who persist through challenges and aspire to impact their community.

Tags:
Balanced literacy, Common core state standards, Multicultural, Blended learning, Cross curricular-planning, Language proficiency, Multi tiered sytems of support, Multiple measures of assessment, Targeted inteventions

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Rigorous Student Tasks Action #1 - Revisit unit plans Departments and teams will collaborate to create unit plans aligned to the Personalized Learning Framework, using Bloom's Taxonomy, Levels of Autonomy, Depth of Knowledge including WIDA standards and blended learning	PPC & Department Chairs	Aug 26, 2018 to Nov 2, 2018	Not started

21st century skills, Wida, Blended learning, Language proficiency

Rigorous Student Tasks Action #2 -Learner Demonstrated Showcase To demonstrate CCSS competency, students will apply their knowledge and skills -to identify a problem and create a solution -to use their passion and align to a college or career goal -in creating some form of product, presentation, or demonstration.	Everyone	Aug 27, 2018 to Jun 19, 2020	On-Track

Expectations and goals, College and career, Criticial thinking, Competency based learning, Group projects, Community projects, Student presentation

Rigorous Student Tasks Action #3 - Culturally Relevant and Well-rounded Students ignite curiosity of and investigation into Latino and Latin American heritage, culture, identities, history; and integration of arts, wellness, computational thinking.	AP & SPECIALS teams	Jun 3, 2019 to Jun 5, 2020	Not started

Student Health & Wellness, Arts integration, Culturally relevant resources, Computational thinking, Latino amerincan heritage

Strategy 3

If we do...	...then we see...	...which leads to...
create a common language and use the Personalized Framework to align with the Lorca vision	staff having meaningful and purposeful collaborative discussions focused on their own personalized professional pathways	more distinguished, reflective staff who are connected to each other, their students, and a professional learning network.

Tags:
21st century skills, Learning walks, Vertical planning, Authentic writing, Component 4d

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Professional Learning Action #1: Personalized Pathways PD for all staff on Student & Staff Learning Profiles and College & Career anchors in Enrichment & Passion Projects including 1. 4 Cs (communication, collaboration, critical-thinking, creativity) 2. innovator's mindset 3. identity (culturally respectful and relevant) 4. goal-setting (academic, behavioral, language proficiency) 5. identification of global issue/concern/problem	Principal	Sep 17, 2018 to Jun 7, 2019	Not started

School visits, Curriculum planning, Collaborative feedback, Data cycles

Professional Learning Action #2: Cycles of Learning To go deeper in content knowledge and continue with reflective practice, teachers will use 5 week Cycles of Learning and Looking at Student Work protocol to create a common assessment (with writing integrated), time-line and collaborate on student-created rubric, grading & calibration.	PPC, PPLC, Dept. Chairs	Aug 27, 2018 to Jun 14, 2019	Not started

Analyze student work, Aligned scope and sequence, Aligned assssments

Professional Learning Action #3: Peer Observations of Lorca Personalized Learning Classrooms PL expansion continues with 1.strategic on-boarding and coaching through Peer Observations of Lorca PL Champion classrooms and Coaching cycles for all staff, including SECAs and teacher assistants 2. all staff identifying Lorca PL "Look-fors" such as A. Flexible seating B. Personal Learning Profiles C. Multiple learning pathways aligned to CCSS D. Student-Led goal-setting and student-led Parent and teacher conferences E. Teachers with secondary/multiple roles F. Enrichment and Passion Projects anchored to college and career readiness	Department Chairs with Lorca PL Champions	Oct 1, 2018 to May 1, 2020	On-Track

Peer observation, Peer coaching, Reflective practice

Professional Learning Action #4: Blended Learning PD on Educational Tech to create blended learning opportunities (Lexia, NewsEla, IXL, Khan Academy, Google Classroom, Padlet, Kahoot, etc.)	AP, PL Elevate teams	Oct 1, 2018 to Jun 14, 2019	On-Track

Steam (science technology engineering arts and mathematics), Blended learning, Technology integration

Action Plan

Strategy 1

NOT STARTED

Instruction Action #1 - Messaging of Lorca's PL Vision Phase 3 PL team will train all Lorca faculty on Lorca's Vision for Personalized Learning instruction to impact students, their parents and school community as evidenced by postings of via social media and school meetings."

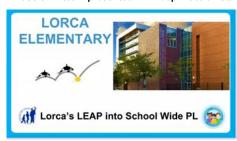Sep 03, 2018 to Sep 06, 2019 - Phase 3 Personalized Learning Team

Status history

30. Jul	6. Aug	13. Aug	20. Aug	27. Aug	3. Sep	10. Sep

NOT STARTED   Sep 12, 2018
Evidence
 Phase 3 PL team presented PL Blueprint to all staff on Aug. 30, 2018

ON-TRACK
Aug 29, 2018
Evidence
Wednesday, August 29
7:30 – 8:10am
Phase 3 Meeting Personalized Learning (Gerbec's Room 7:30)
4 guests
4 yes
Michael Elliott -Organizer
ecyrwus@cps.edu
Jill Kehoe
Lynn Gerbec
Description:Hi, lets meet to discuss PL presentation to staff. Lets also finish the Outline Leap is expecting from us by 8/31/18. (July, I know you are probably in meetings at this time, I just wanted to let you know we were meeting.)

NOT STARTED   Jul 25, 2018
Evidence
Social media, staff evaluations, school meetings

NOT STARTED

Instruction Action #2 - Instructional Coaching Specialists & Counselor will collaborate & coach teachers on 1. Social and Emotional Learning practices to create upstanders by implementing T1 instruction with SEL integrated in all subjects 2. Mult-tiered Student Supports (Academic, Behavioral, Language) Complete SDQ and Root Cause Analysis/ICEL/RIOT to identify T2 & T3 students for targeted & accelerated instruction, SEL, language proficiency, behavioral supports. 3. Push-in to model best instructional practices, including on-line learning to support T2 & T3 students during small group settings or individual supports 4. using data from 5-week Cycles of Learning to monitor progress of T2 & T3 students"

Sep 17, 2018 to Jun 12, 2020 - Specialists, MTSS team, Counselor

Status history

Jul 25

NOT STARTED   Jul 25, 2018
Evidence
all T2 & T3 students meeting interventions/IEP goals and/or language proficiency, and mastery of the Common Core State Standards.

ON-TRACK

Instruction Action #3 - Integration of Writing To support the 4Cs, continue on-going Writing integration in all subjects - Science, Social Studies, Math, Literacy as supported by external partners (MSI, Facing History, LEAP Innovations, Brookfield Zoo, Peggy Notebaert, etc.) on-line platforms (Lexia, Panorama, Khan Academy, etc) and CPS departments (ODLSS, OLCE, Literacy, etc.)"

Aug 27, 2018 to Jun 19, 2020 - Department Chairs, Special Ed & EL Teams (everyone)

Status history

Jul 25

ON-TRACK   Jul 25, 2018
Evidence
Within unit plans: authentic and meaningful common writing assessment/products

Strategy 2

NOT STARTED

Rigorous Student Tasks Action #1 - Revisit unit plans Departments and teams will collaborate to create unit plans aligned to the Personalized Learning Framework, using Bloom's Taxonomy, Levels of Autonomy, Depth of Knowledge including WIDA standards and blended learning"

Aug 26, 2018 to Nov 02, 2018 - PPC & Department Chairs

Status history

Jul 25

NOT STARTED | Jul 25, 2018
Evidence
Unit plans WIDA standards

ON-TRACK

Rigorous Student Tasks Action #2 -Learner Demonstrated Showcase To demonstrate CCSS competency, students will apply their knowledge and skills -to identify a problem and create a solution -to use their passion and align to a college or career goal -in creating some form of product, presentation, or demonstration."

Aug 27, 2018 to Jun 19, 2020 - Everyone

Status history

Jul 25

ON-TRACK | Jul 25, 2018
Evidence
Enrichment Passion Projects By June 2019: Schoolwide PL Showcase led by students on C & C skills

NOT STARTED

Rigorous Student Tasks Action #3 - Culturally Relevant and Well-rounded Students ignite curiosity of and investigation into Latino and Latin American heritage, culture, identities, history; and integration of arts, wellness, computational thinking."

Jun 03, 2019 to Jun 05, 2020 - AP & SPECIALS teams

Status history

Jul 25

NOT STARTED | Jul 25, 2018
Evidence
Administer student surveys annually during Specials and Enrichment/Passion Projects

Strategy 3

NOT STARTED

Professional Learning Action #1: Personalized Pathways PD for all staff on Student & Staff Learning Profiles and College & Career anchors in Enrichment & Passion Projects including 1. 4 Cs (communication, collaboration, critical-thinking, creativity) 2. innovator's mindset 3. identity (culturally respectful and relevant) 4. goal-setting (academic, behavioral, language proficiency) 5. identification of global issue/concern/problem"

Sep 17, 2018 to Jun 07, 2019 - Principal

Status history

Jul 25

NOT STARTED | Jul 25, 2018
Evidence
By June 2019 -75% of K-8th students have a PLP -50% of staff have a PLP.

NOT STARTED

Professional Learning Action #2: Cycles of Learning To go deeper in content knowledge and continue with reflective practice, teachers will use 5 week Cycles of Learning and Looking at Student Work protocol to create a common assessment (with writing integrated), time-line and collaborate on student-created rubric, grading & calibration."

Aug 27, 2018 to Jun 14, 2019 - PPC, PPLC, Dept. Chairs

Status history

Jul 25

NOT STARTED   Jul 25, 2018
Evidence
Teachers present student data VTM: Nov. 2018 June 2019

ON-TRACK

Professional Learning Action #3: Peer Observations of Lorca Personalized Learning Classrooms PL expansion continues with 1.strategic on-boarding and coaching through Peer Observations of Lorca PL Champion classrooms and Coaching cycles for all staff, including SECAs and teacher assistants 2. all staff identifying Lorca PL "Look-fors" such as A. Flexible seating B. Personal Learning Profiles C. Multiple learning pathways aligned to CCSS D. Student-Led goal-setting and student-led Parent and teacher conferences E. Teachers with secondary/multiple roles F. Enrichment and Passion Projects anchored to college and career readiness"

Oct 01, 2018 to May 01, 2020 - Department Chairs with Lorca PL Champions

Status history

Jul 25

ON-TRACK   Jul 25, 2018
Evidence
Staff completes PL peer observation Oct. 2018 -10% Jan. 2019 -20% Apr 2019 - 30% Oct. 2019 - 40% Jan. 2020 -50%

ON-TRACK

Professional Learning Action #4: Blended Learning PD on Educational Tech to create blended learning opportunities (Lexia, NewsEla, IXL, Khan Academy, Google Classroom, Padlet, Kahoot, etc.)"

Oct 01, 2018 to Jun 14, 2019 - AP, PL Elevate teams

Status history

Jul 26   Jul 28   Jul 30   Aug 1   Aug 3   Aug 5   Aug 7   Aug 9   Aug 11   Aug 13   Aug 15   Aug 17   Aug 19   Aug 21   Aug 23   Aug 25   Aug 27

ON-TRACK   Aug 27, 2018
Evidence
Principal provided PD on Google tools

NOT STARTED   Jul 25, 2018
Evidence
Teachers use data from on-line learning platforms Dec. 2018 -30% June 2019-50% Dec. 2019 -75% June 2020-100%

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

ESSA Program

◉ ESSA 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.

◯ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> Lorca School will take the following actions to involve parents in the joint development and periodic review and updating of its school parental involvement plan and policy under section 1118 of the NCLBA: Distributing the current policy of all Title I parents at the beginning of the school year, including, but not limited to, at the Annual NCLBA Title I, Part A Meeting of Parents; Receiving input, suggestions and feedback from parents at the Annual NCLBA, Title I, Part A Parents' Meeting, the Annual School NCLBA, Title I, Part Parent Advisory Council ("PAC") Organizational Meeting, other PAC meetings, Local School Council Meetings; Receiving input, suggestions and feedback from parents in the course of developing the School Improvement Plan and the school's Title I Educational Program for the next school year.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

> September 12, 2018 Annual Title 1 Annual Meeting
> September 25, 2018 for Annual Title 1 Pac Organizational Meeting

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

> To inform parents of the Title I, Part A Annual Meeting and all Parent Advisory Council Meetings [and all other parent meetings], Lorca School will:
> 1. Plan to host our Title 1 Annual Meeting by the second Friday in September if not, then before September 30;
> 2. Plan to host the Title 1 PAC Organizational Meeting a week after the Annual Meeting if not, then before October 15.
> 3. Post a Notice and Agenda for each meeting the school's main lobby at least 48 hours in advance and distribute/disseminate notice by one or more of the following methods:
> - At least 7 days before:- U.S. Mail/School Website, School Newsletter- Sending notice of the meeting home with the students- Making notices available in the main office for parents.
> -At least 48 hours before:- Placing phone calls to students' homes to inform parents of other parent meetings.

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.

Lorca School will distribute and explain to each parent a report provided by the State of their child's individual performance on the PARCC math and reading (and science for 4th & 7th grades) test and 8th grade Algebra; In addition, post instructions on how to interpret the PARCC scores in math and reading (and science for the 4th & 7th grades) on the school's website and/or newsletter.

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.

The NCLB Act annually requires all teachers and paraprofessionals who assist with instruction are "highly qualified" by being correctly assigned according to their teaching licenses and endorsements.
Lorca ES will comply with the NCLB Act requirements:
Parents may request teacher credential information via "Right To Ask" letter
Parents receive written notification if their child is taught by a teacher who does not meet the NCLB qualifications for their teaching assignment
Principals attest all teachers are Highly Qualified for their teaching assignment (February)
Teacher Quality notifies Not Highly Qualified teachers and their principals regarding preliminary audit findings (March)
Letters to parents of teachers not meeting NCLB qualifications for their assignment distributed via United States Postal Service (April)

Schools will assist parents of participating ESSA 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.

Lorca School principal or designee will host a variety of workshops/meetings, at varying times of the day and year to assist parents of participating NCLB Title I children in understanding the state's academic content standards, academic achievement standards, including alternate assessements, requiremetns of Title I, Part A, how to monitor their child's progress, and how to work with educators. Additional meetings can also be hosted by the principal or designee at Local School Council Meetings, School Parent Advisory Council Meetings, or other individual or collective meetings as appropriate. Additional or same information will also be shared through the student handbook, website, mailings and/or newsletters. Information will be provided in English and to the extent possible, in the majority language spoken by parents.

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

To assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement, Lorca School teachers will provide parents with information on specific literacy strategies, curriculum, and contents for parent use at home. These packets will be sent home as needed throughout the school year, according to the topic being taught. Lorca School teachers will also conduct curriculum-related after-school/evening annual events, such as literacy, mathematics, and science. Information will also be included in the school newsletter, teacher newsletter, website, and/or main office. All information will be provided in English and to the extent possible, in the majority language spoken by parents.

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

To the extent available, Lorca School principal or designee will provide professional development and/or in-service focused on the value and utility of contributions by parents, how to reach out to, communicate and work with, parents as equal partners in the education of their children and how to implement/coordinate parent programs and build ties with parents. Lorca School will seek out and invite external community partners and sister agencies to provide free and/or affordable programs to Lorca parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

To the extent available, Lorca School principal or designees will coordinate and integrate parent programs and activities with preschool programs to further encourage and support parents in more fully participating in their child's education. These includes, but is not limited to conducting workshops and classes, literacy classes, guest speakers, and providing the necessary equipment and other materials for parents.

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

Lorca School will provide notices and information related to the school, parent-programs, and meetings and other activities in the school's main lobby at least 48 horus in advance and will distribute/disseminate notices in English and in the primary language(s) of the majority of parents if other than English, by one or more of the following methods:At least 7 days before:- U.S. Mail/School Website/School Newsletter-Sending notice of the meeting home with the students-Making notices available in the main office for parents.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑

The school will coordinate the parent and family engagement programs identified in the CIWP.

☑

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

> na

School-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.)

> We believe all students, including diverse learners and English learners, can be successful when taught by teachers knowledgeable of college-readiness standards and who differentiate instruction to challenge and promote critical thinking.

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.

> At Lorca Elementary School, our students lead their own conferences with their Parent and Teacher on Translators for the following languages are available at any time: Spanish, Polish. Report cards are printed in English and in Spanish, Polish or Arabic for English Language Learners in program. Teachers and parents may request additional conferences, as needed and mutually arranged, usually occurring before or after the school day. The principal may hold additional conferences with parents to review and discuss the attendance and promotion policy with specifically of students in benchmark grades: 3rd, 6th, 8th.

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

> Lorca Elementary School will provide parents with frequent reports on their children's progress in available languages: English, Spanish, Polish and Arabic. Progress reports will be distributed and sent home to parents with the students during the 5th, 15th, 25th, and 35th weeks of school. Additional progress reports may be made by teachers, as needed, by calling parents or sending individual student reports. Additionally, the principal will distribute and send home additional notification to parents of students in benchmark grades: 3rd, 6th, & 8th of possible failing grades in reading, math which may lead to mandatory summer school attendance.

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

> Lorca Elementary School will provide parents access to staff. There are a number of ways parents and teachers can communicate: 1) through the student's assignment notebook; 2) by leaving a message on the teacher's voice mail; 3) sending a separate note or emailing the teacher; 4) or by making a personal request to the principal or her designee. The school is open every day when students are in attendance from 8:15 AM to 3:15 PM. Teachers and staff members are available based on a mutually agreed upon date and time, usually before or after the school day. Additionally, appointments can be scheduled during the school day at the teacher/staff member's discretion.

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

> Chicago Public Schools requires all volunteers and chaperones to complete a volunteer packet before the volunteer/chaperone is able to participate. The packet is available in the main office and is to be submitted to the principal. The process includes a TB test, background check and finger-printing. Lorca Elementary School has an established Parent Engagement Committee and designated Parent Liaison who will provide parents opportunities to volunteer as parent helpers in the cafeteria, parent patrol, and participate in events, activities and assist with their classes. Teachers regularly invite parents/guardians to participate in class activities, classroom helpers/readers/tutors, chaperones for field trips. Parents/Guardians are always invited to attend assemblies, Open House, Family Reading Night, Science Fair, Science Night, History Fair, Kindergarten 100th Day Celebration, High School Fair, Multi-cultural Day, and Graduation.

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

> Lorca Elementary School parents will support their children's learning by reviewing daily their assignment notebook, regularly inquiring with teachers about their children's reading and math assignments, accessing Parent Portal, and providing notes to school for excused absences, attending IEP meetings, attending the Principal's Coffee, NCLB-sponsored workshops, attending LSC, BAC or PAC meetings, attending Parent & Teacher conferences during Report Card Pick-up, advocating for their child's special needs.

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

Lorca Elementary School parents will participate in decisions relating to the education of their children. The principal will send monthly newsletters notifying parents of the Local School Council meeting, NCLB PAC and BAC meetings. All parents are consistently invited to provide on-going suggestions and comments to better improve our programs. Specifically, parents are always able to come to the Main Office or call to leave a message, make an appointment with the principal or designee, or leave messages with their child's teachers. At the beginning of the academic year, teachers will also send an introductory letter with their contact information, and curriculum goals for the year. Teachers may choose to send additional newsletters home and post available information on their web-link. Parents of students with special needs and/or students in the bilingual program are encouraged to meet with teachers providing those services to offer feedback on how best their children can meet their goals. Parents are also able to share in the decision making process through the annual school survey or monthly with the LSC.

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).

Lorca students will share the responsibility for improved academic achievement by providing feedback on surveys, sharing their honest thoughts on how to improve the learning environment, and put forth their best effort on a daily basis. Students will be knowledgeable of and support the school's mission and vision, read daily, have good attendance, complete all work and assignments as provided by their teachers, follow school rules including behaving in accordance with the Student Code of Conduct, participate in extra-curricular activities, seek out the counselor or trusted staff member for social and emotional support, be respectful to all adults, value their relationships with their family and friends, commit to a healthy lifestyle, respect private property, and contribute positively everyday in every way.

Parent Budget   Complete

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

Goal is to increase parental involvement and understanding of Social-Emotional Learning and Personalized Learning by 10% by
1: Parent needs survey in Aug 2018 during LSC BBQ 2. PAC elections in Oct. 2018 3. PAC workshops aligned to survey 4. Attendance at Personalized Learning Showcase

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$	Amount	.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.	$	625	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	614	.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)	$	3000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205 Travel	**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.	$	945	.00

<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ Amount .00

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

$ Amount .00

53306 **Software**
Must be educational and for parent use only.

$ Amount .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.

$ Amount .00