



Orozco Fine Arts & Sciences Elementary School / Plan summary

## 2020-2023 plan summary

### Team

Name	Role	Email	Access
Angela Colon-Hanrahan	Interim Principal	agcolon@cps.edu	Has access
Leah Augusta	Assistant Principal	laugusta@cps.edu	No Access
Brittany Cain	School Counsler	bcain@cps.edu	Has access
Sarah Nelson	Teacher	snelson20@cps.edu	Has access
Joanna Felsenstein	DL Teacher / Intermediate Team Lead	JVfelsenstein@cps.edu	Has access
Michelle Carrillo	Teacher/ Primary Team Lead	macarrillo1@cps.edu	Has access
Charles Koltak	Teacher/ Enrichment Lead	cwkoltak@cps.edu	Has access
Michelle Carrillo	Teacher/ Primary Team Lead	macarrillo1@cps.edu	Has access
Charles Koltak	Teacher/ Enrichment Lead	cwkoltak@cps.edu	Has access
Angelica Pop	EL/PT	amnyberg@cps.edu	Has access
Amy Kotz	T.AP	alkotz@cps.edu	Has access

### Self-assessment

Angela Colon-Hanrahan (Apr 19, 2022)

Overall assessment: **2 (some practices evident)**

Not yet	The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
Somewhat	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Not yet	The CIWP team includes parents, community members and LSC members.
Yes	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of Inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

### Team meetings

Date	Participants	Topic
02/24/2020	ALL	Area of Critical need
02/10/2020	ALL	Finalize SEF
01/27/2020	ALL	Rate SEF priorities
01/13/2020	ALL	Reflect on last year's CIWP and decide on improvements

### School Excellence Framework

#### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

#### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- NA Practice is not applicable.
- ⊘ Not scored

## Leadership and Structure for Continuous Improvement Expand all

### 4

#### Leadership for Continuous Improvement

- 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make 'safe practice' an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders

## Evidence

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### 4

## Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

## Evidence

## Depth and Breadth of Student Learning and Quality Teaching Expand all

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### 3

## Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 4 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
- 3 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

## Evidence

### 3

## Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 2 Engage students in learning and foster student ownership
- 4 Use questioning and discussion as techniques to deepen student understanding
- 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 4 Provide students frequent, informative feedback
- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

## Evidence

### 4

## Balanced Assessment and Grading

- 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 4 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

- 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 4 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
- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

## Evidence

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## 4

### MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
- 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

#### Evidence

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### 3

## Transitions, College & Career Access, & Persistence

- 2 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)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 4 READINESS – Ensure equitable access to college preparatory curriculum
- 3 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

#### Evidence

## Quality and Character of School Life Expand all

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### 3

## Relational Trust

- 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
- 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

#### Evidence

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### 2

## Student Voice, Engagement, and Civic Life

- 3 Study politics
- 2 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 2 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 2 Take informed action where they work together to propose and advocate for solutions
- 2 Experience a schoolwide civics culture

#### Evidence

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### 3

## Physical and Emotional Safety

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

## Evidence

### 3

## Supportive and Equitable Approaches to Discipline

- 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

## Evidence

### 3

## Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 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).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

## Evidence

## Self-assessment

Kristen Meyer (Jan 30, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

Kristen Meyer (Jan 30, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

Kristen Meyer (Jan 30, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Orozco students were consulted on the SEF priorities during an open community meeting. However, moving forward we will need to have deeper conversations with students that engage more of the student population.

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Somewhat	Students are consulted for determining SEF ratings.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> $\emptyset$
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> $\emptyset$
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> $\emptyset$
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
3	Quality and Character of School Life: Family & Community Engagement	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
3	Quality and Character of School Life: Physical and Emotional Safety	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
3	Quality and Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> $\emptyset$

## Self-assessment

Meghan Sovell (Sep 7, 2022)

Overall assessment: **2 (some practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

## Goals

### Areas of critical need and root cause analysis

By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)  We chose this metric due to the improvements that could be made by accessing the specific skill needs of students from the learning continuum. If we focus on these skills, we will see an increase in student achievement which will result in 4 points on SQRP	Overall		70.00	72.00
	EL		65.00	67.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)  We chose this metric because we saw an overall drop from SY18 to SY19 in our reading growth scores. We are going focus on our student growth from MOY to EOY with targeting specific standards that are needed for academic attainment. In addition, we would like to see our EL's grow even higher, as they achieve at a higher rate that general education students.	Overall		70.00	74.00
	EL		86.00	90.00
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)

**Required metrics (Elementary)**

**133% complete**

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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Quality of Student Discussion 58  
 School Connectedness 65  
 Classroom Rigor- 55  
 Human & Social Resources in the Community- 63  
 Student-Teacher Trust- 58

(Blank)

(Blank)

60.00

65.00

### Custom metrics

0% complete

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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(Blank)

(Blank)

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(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

## Self-assessment

Kristen Meyer (Feb 24, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Somewhat	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Somewhat	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Not yet	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Not yet	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Not yet	Root cause analysis: Root causes are articulated in specific detail.
Not yet	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Angela Colon-Hanrahan (Apr 20, 2022)

Overall assessment: **2 (some practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Somewhat	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Somewhat	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Not yet	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Not yet	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Not yet	Root cause analysis: Root causes are articulated in specific detail.
Not yet	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

## Strategies

### Strategy 1

If we do...

...then we see...

...which leads to...

/build our capacity in analyzing data and facilitating MTSS cycles with fidelity

teachers differentiating instruction and interventions according to data

increased student achievement

**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

IL Empower Grant

Tags:

MTSS, Student Voice, Engagement, and Civic Life

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
Train teachers in classroom-based progress monitoring through grade level meetings, whole staff PD, and coaching	ILT, MTSS Lead	Aug 19, 2020 to Oct 1, 2020	Completed
Teachers develop classroom systems for progress monitoring	Core Teachers	Aug 19, 2020 to Dec 31, 2020	On-Track
Figure out a student friendly system to track and measure standards based learning. Work with teacher teams to give input	GLL, ILT, teacher teams	Jan 6, 2021 to Mar 17, 2021	On-Track
Communicate and create buy-in with students and families about progress monitoring	Core teachers, Admin, ILT	Jan 6, 2021 to Apr 14, 2021	On-Track
Provide PD to staff members through collaboration with schools that already engage in student centered progress monitoring.	ILT	Jan 6, 2021 to May 12, 2021	Postponed
Set up recurring structured conversations with students in the process of progress monitoring. These conversations should occur every five weeks to align with our LABS schedule.	GLL, core teachers	Sep 1, 2021 to Jun 9, 2022	Not started
Use funds from IL Empower grant to specifically support DL students in progress monitoring; using these funds for teacher PD, extended day, and differentiated resources for diverse learners.	ILT, admin	Aug 19, 2020 to Jun 9, 2021	Completed

Create tiered, cyclical professional development on using Branching Minds to group students, select interventions, and progress monitor student success	admin, MTSS lead	Aug 15, 2022 to Dec 23, 2022	Completed
Create professional learning for teachers on planning for station learning instructionally and with behavior in mind so that differentiated instruction happens weekly, and with fidelity, in LABS and regular class	admin, MTSS lead	Sep 23, 2022 to Oct 21, 2022	On-Track
Create MTSS DDI cycles so that teachers are analyzing their data every 2 weeks and using that knowledge to engage students in learning	ILT	Sep 14, 2022 to Jun 16, 2023	On-Track
Create Data Analysis Protocol cycles monthly so teachers are regularly analyzing their assessment data and adjusting instruction according to student need	(Blank)	Sep 14, 2022 to Jun 16, 2023	On-Track

## Strategy 2

If we do...

...then we see...

...which leads to...

THIS WAS DISCONTINUED IN SY2223 DUE TO STAFF REPORTS OF THIS NOT ACTUALLY TAKING PLACE. KEEPING TO TRACK PREVIOUS YEAR'S WORK. If educators create, or adopt, a curriculum to support all learners while utilizing Gifted Education Standards and Common Core Standard State, up to 1-2 years above grade standards, to guide our instruction while differentiating based on student achievement	students engaging in accelerated and rigorous curriculum	elements of differentiated instruction and enhanced teaching and learning.
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**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Tags:

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
The first action step will be for teachers to gather the texts that they teach in each quarter or semester.	core teachers	Aug 19, 2020 to Oct 14, 2020	Completed
Then they will meet at grade level or content to make sure texts are not repeated. This will be documented using the internal drive for a reference point	GLL	Sep 1, 2020 to Oct 31, 2020	Completed
Each teacher will complete the text complexity rubric for their selected texts.	Core Teachers	Oct 1, 2020 to Dec 31, 2020	On-Track

Teachers will need to meet across grade levels/content to create a scope and sequence of texts by text complexity.	ILT	Jan 6, 2021 to Jun 16, 2021	On-Track
Teachers will introduce texts based on text complexity to students through curriculum and classroom instruction	core teachers	Jan 6, 2021 to Jun 16, 2021	On-Track
Teachers will develop close reading strategies based on pre-assessment and on-going assessments to increase student engagement and mindfulness.	core teachers	Aug 18, 2021 to Jan 5, 2022	On-Track
In order to incentivize school-wide buy in, efforts in developing school-wide close reading strategies will be connected to mindfulness.	ILT	Jan 18, 2022 to Jun 22, 2022	Not started
Teachers in teams will evaluate the text complexity based on student assessment data at the end of the semester through reflection	GLL, Academic teams	Jan 5, 2022 to Jun 15, 2022	On-Track
Define what gifted bilingual education is as a staff, then get family input to define what we mean by gifted bilingual education at Orozco	Principal Sovell	Aug 15, 2022 to Aug 26, 2022	Completed
Align all priorities to the definition of gifted bilingual to focus the work	Principal Sovell	Aug 26, 2022 to Sep 9, 2022	On-Track

### Strategy 3

If we do...

a student voice committee and staff learning on student wants and needs,

...then we see...

students as collaborators in their learning and their ideas and interests reflected in the holistic student experience ,

...which leads to...

students becoming more engaged in the school community

**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Time during staff development days and Grade Level Team meetings to learn about student surveys, analyze student survey data, plan to utilize student survey data, learn strategies aligned to plans. Money towards field trips (students requested more field trips as one part of increased engagement in learning)

Tags:

Student Voice, Engagement, and Civic Life

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Create a student voice committee and identify lead teacher	Teacher Lead	Feb 8, 2021 to Apr 9, 2021	On-Track
Students volunteer or are nominated by peers(per acceptance) in grades K-7th. (semester 2, Quarter 3) Each grade level will have at least one representative per classroom.	Teacher Lead, AP	Feb 8, 2021 to Apr 9, 2021	On-Track
Student voice committee would help to research and plan for future fundraisers and school events (semester 2, Quarter 4)	Teacher Lead, AP	Apr 12, 2021 to Jun 20, 2022	On-Track

Student voice committee will assist in SEL monthly themed activities and tier 1 SEL initiatives (semester 1)	Teacher Lead, AP	Sep 7, 2021 to Jun 20, 2022	Not started
Student voice committee would vote on different issues involved in the school and help to promote solutions (semester 1)	Teacher Lead, AP	Sep 7, 2021 to Jun 20, 2022	On-Track
Expand student voice committee from K-7 to K-8 (semester 1)	Teacher Lead, AP	Sep 7, 2021 to Jun 20, 2022	Not started
The student voice committee would support with helping to organize service learning opportunities in all grade levels (semester 2)	Teacher Lead, AP	Sep 7, 2021 to Jun 20, 2022	Not started
Staff will conduct interviews with younger students and conduct a survey with older students to learn about their instructional experience and what they want and need to make it even better	ILT Lead	Aug 22, 2022 to Sep 2, 2022	Completed

**Student Voice, Engagement, and Civic Life**

Staff will analyze student survey data to determine patterns and possible next steps	ILT Lead	Sep 2, 2022 to Sep 23, 2022	Completed
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**Student Voice, Engagement, and Civic Life**

ILT will analyze staff next steps for patterns and determine an area of focus for at least the rest of semester one. ILT will create professional learning to inform staff of their decision and support them in implementing throughout first semester	ILT Lead, Principal Sovell	Sep 26, 2022 to Oct 19, 2022	Completed
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**Student Voice, Engagement, and Civic Life**

Staff will learn more about providing student voice and choice through learning menus and mild/medium/spicy options, as well as field trips and projects and presentations (they will choose one to add to their current or upcoming unit weekly or quarterly)	ILT	Oct 21, 2022 to Dec 23, 2022	On-Track
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**Student Voice, Engagement, and Civic Life**

ILT will continue facilitating CPS collaborative labs with staff focused on student voice throughout second semester	ILT	Jan 9, 2023 to Jun 16, 2023	On-Track
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**Student Voice, Engagement, and Civic Life**

**Strategy 4**

If we do...

...then we see...

...which leads to...

Radical Candor as a communication framework for having difficult conversations

staff who productively resolve conflict and don't shy away from helpful or necessary conversations

a happier and healthier Orozco community, and all stakeholders getting their needs met.

**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

PD time, time during GLMs to practice, maybe copies of the book

Tags:

OSEL: Supportive School Environment

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Cyclical professional development on what Radical Candor is and isn't, and what it looks, sounds, and feels like at Orozco	admin, counselor, clinicians	Aug 22, 2022 to Jun 9, 2023	On-Track
<b>OSEL: Supportive School Environment</b>			
Radical Candor practice time	Grade level leads	Sep 28, 2022 to Jun 7, 2023	On-Track
<b>OSEL: Supportive School Environment</b>			
Quarterly surveys to track progress, in addition to mid year assessments like exit tickets and session specific surveys	Sovell	Aug 22, 2022 to Jun 9, 2023	On-Track
<b>OSEL: Supportive School Environment</b>			

### Action Plan

#### Strategy 1

COMPLETED

NOV 10, 2020

+ Train teachers in classroom-based progress monitoring through grade level meetings, whole staff PD, and coaching

Aug 19, 2020 to Oct 01, 2020 - ILT, MTSS Lead

### Status history



COMPLETED

Nov 10, 2020  
**Evidence**

COMPLETED

Oct 22, 2020

#### Evidence

BOY PD: MTSS Team delivered professional learning on the progress monitoring cycle, identified and delivered lists of students in each grade level who fell within tiers 2/3 in the areas of reading and math, and reviewed timelines for data and diagnostic assessments to be administered.

During Q1, content teams met to review diagnostic data, identify key areas of need, and determine small groups. Achieve3000 diagnostic data was used to implement Tier 2 reading groups across 6-8th grade. Atlantic Research Partners also presented on progress monitoring strategies in K-8 and team meetings.

During Q2, MTSS Team delivered PD around the protocol and deadlines for recording student T2/3 MTSS goals and progress updates in Aspen. Teachers used assessment data to create SMART goals for students in T2/3 and added progress notes in Aspen for each intervention being provided.

BOY MTSS PD Deck

Q1 MTSS PD Deck

Q2 MTSS PD Deck

ON-TRACK

APR 25, 2021

+ Teachers develop classroom systems for progress monitoring

Aug 19, 2020 to Dec 31, 2020 - Core Teachers

### Status history



**ON-TRACK** Apr 25, 2021  
**Evidence**

**BEHIND**  
Feb 16, 2021

**Problem**

We are working with Atlantic Research Partners to deliver PD around developing classroom systems for small group and progress monitoring, which was delayed due to the shifts in the guidance and in preparation for hybrid learning.

ARP Deck: Small Group Instruction Models

BOY 6-8 DDI Deck

BOY K-5 DDI Deck

**Root Cause**

The PD dates were delayed due to the shifts in the guidance and in preparation for hybrid learning.

**Next steps**

ARP is scheduled to present the week of 2/22. This item will be completed before the end of Q3.

**ON-TRACK** Nov 10, 2020  
**Evidence**

**ON-TRACK** FEB 16, 2021

+ Figure out a student friendly system to track and measure standards based learning. Work with teacher teams to give input

Jan 06, 2021 to Mar 17, 2021 - GLL, ILT, teacher teams

**Status history**



**ON-TRACK** Feb 16, 2021  
**Evidence**

Grade level teams completed a survey giving input at the end of each MTSS professional learning series during Q1 and Q2.

During Q3, teams will revise the Panther Progress form to be more specific and include student checklists.

BOY Panther Progress Form (6-8th Grades)

**ON-TRACK** FEB 16, 2021

+ Communicate and create buy-in with students and families about progress monitoring

Jan 06, 2021 to Apr 14, 2021 - Core teachers, Admin, ILT

**Status history**



**ON-TRACK**  
Feb 16, 2021

**Evidence**

At BOY, teams conducted an Open House to review the remote schedule shifts. Teams communicated information via Dojo about the MTSS process.

At week 10, teachers conferenced with parents of students in Tier 2 and 3 to discuss grades, interventions being provided, student progress, and future goals.

At week 15, held parent conference calls to discuss progress of T/2 interventions and strategies to overlap at home.

At week 20, math and reading teachers, held parent conference calls about progress towards goals.

K-8 MTSS Contact Log SY21

**POSTPONED** SEP 07, 2022

+ Provide PD to staff members through collaboration with schools that already engage in student centered progress monitoring.

Jan 06, 2021 to May 12, 2021 - ILT

## Status history



POSTPONED

Sep 07, 2022

### Problem

Started years ago and now we have students and staff with different needs and knowledge levels

### Root Cause

This is no longer a priority for Orozco

### Next steps

We are shifting focus to using the knowledge we have with our new principal, MTSS lead/interventionist, and Equitable MTSS text to build out our systems and structures.

ON-TRACK Apr 25, 2021

### Evidence

NOT STARTED Feb 18, 2021

### Evidence

NOT STARTED FEB 18, 2021

+ Set up recurring structured conversations with students in the process of progress monitoring. These conversations should occur every five weeks to align with our LABS schedule.

Sep 01, 2021 to Jun 09, 2022 - GLL, core teachers

## Status history



NOT STARTED Feb 18, 2021

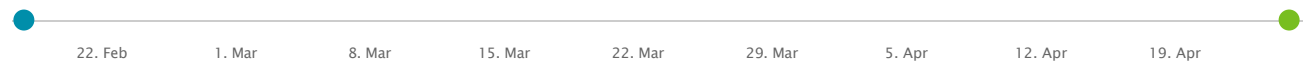
### Evidence

COMPLETED APR 25, 2021

+ Use funds from IL Empower grant to specifically support DL students in progress monitoring; using these funds for teacher PD, extended day, and differentiated resources for diverse learners.

Aug 19, 2020 to Jun 09, 2021 - ILT, admin

## Status history



COMPLETED Apr 25, 2021

### Evidence

NOT STARTED Feb 18, 2021

### Evidence

COMPLETED SEP 07, 2022

+ Create tiered, cyclical professional development on using Branching Minds to group students, select interventions, and progress monitor student success

Aug 15, 2022 to Dec 23, 2022 - admin, MTSS lead

## Status history



COMPLETED Sep 07, 2022

### Evidence

Teacher use of Branching Minds, teacher self-reporting

ON-TRACK SEP 07, 2022

+ Create professional learning for teachers on planning for station learning instructionally and with behavior in mind so that differentiated instruction



happens weekly, and with fidelity, in LABS and regular class

Sep 23, 2022 to Oct 21, 2022 - admin, MTSS lead

## Status history



**ON-TRACK** Sep 07, 2022  
**Evidence**  
 Agenda for Sept and October professional development, school instructional plan

**ON-TRACK** **NOV 02, 2022**  
 + Create MTSS DDI cycles so that teachers are analyzing their data every 2 weeks and using that knowledge to engage students in learning  
 Sep 14, 2022 to Jun 16, 2023 - ILT

## Status history



**ON-TRACK** Nov 02, 2022  
**Evidence**

**ON-TRACK** **NOV 02, 2022**  
 + Create Data Analysis Protocol cycles monthly so teachers are regularly analyzing their assessment data and adjusting instruction according to student need  
 Sep 14, 2022 to Jun 16, 2023 -

## Status history



**ON-TRACK** Nov 02, 2022  
**Evidence**

### Strategy 2

**COMPLETED** **FEB 22, 2021** + The first action step will be for teachers to gather the texts that they teach in each quarter or semester.  
 Aug 19, 2020 to Oct 14, 2020 - core teachers

## Status history

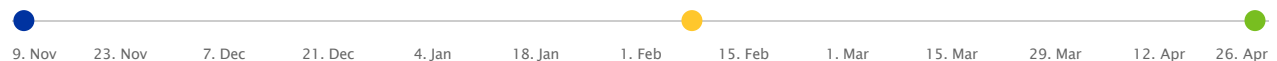


**COMPLETED** Feb 22, 2021  
**Evidence**  
 Spreadsheet with text lists

**ON-TRACK** Nov 10, 2020  
**Evidence**

**COMPLETED** **APR 25, 2021**  
 + Then they will meet at grade level or content to make sure texts are not repeated. This will be documented using the internal drive for a reference point  
 Sep 01, 2020 to Oct 31, 2020 - GLL

## Status history



COMPLETED Apr 25, 2021  
**Evidence**

BEHIND Feb 08, 2021  
**Problem**  
Teams took longer than anticipated to gather texts lists. Planning time for return to hybrid learning took priority.  
**Root Cause**  
Planning time for return to hybrid learning took priority.  
**Next steps**  
New meeting date set for 3/3 to review text list created by teachers.

ON-TRACK Nov 10, 2020  
**Evidence**

ON-TRACK APR 25, 2021

+ Each teacher will complete the text complexity rubric for their selected texts.

Oct 01, 2020 to Dec 31, 2020 - Core Teachers

## Status history



ON-TRACK Apr 25, 2021  
**Evidence**

BEHIND Feb 08, 2021  
**Problem**  
Teachers needed additional PD to complete text complexity analysis and additional time to compile texts lists.  
**Root Cause**  
Additional training required. Meeting time dedicated to training was reallocated to updates about hybrid learning.  
**Next steps**  
Additional trainings have been scheduled for K-2. Additional trainings have been carried out in 3-5. Additional meeting dates to complete rubric analysis have been scheduled in 6-8. Initial analysis will be completed by the end of quarter 3.

ON-TRACK FEB 26, 2021 + Teachers will need to meet across grade levels/content to create a scope and sequence of texts by text complexity.  
Jan 06, 2021 to Jun 16, 2021 - ILT

## Status history



ON-TRACK Feb 26, 2021  
**Evidence**

NOT STARTED Feb 08, 2021  
**Evidence**

ON-TRACK APR 25, 2021 + Teachers will introduce texts based on text complexity to students through curriculum and classroom instruction  
Jan 06, 2021 to Jun 16, 2021 - core teachers

## Status history



ON-TRACK Apr 25, 2021  
**Evidence**

NOT STARTED Feb 26, 2021  
**Evidence**

ON-TRACK APR 25, 2021

+ Teachers will develop close reading strategies based on pre-assessment and on-going assessments to increase student engagement and mindfulness.

Aug 18, 2021 to Jan 05, 2022 - core teachers

## Status history



**ON-TRACK** Apr 25, 2021  
**Evidence**

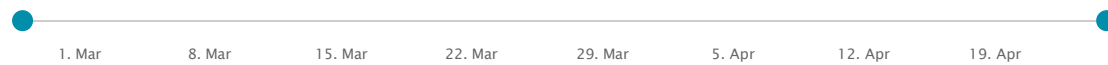
**NOT STARTED** Feb 26, 2021  
**Evidence**

**NOT STARTED** APR 25, 2021

+ In order to incentivize school-wide buy in, efforts in developing school-wide close reading strategies will be connected to mindfulness.

Jan 18, 2022 to Jun 22, 2022 - ILT

## Status history



**NOT STARTED** Apr 25, 2021  
**Evidence**

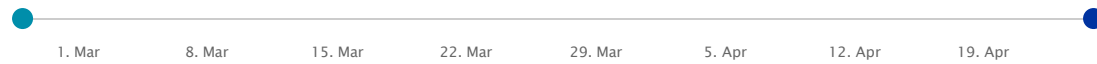
**NOT STARTED** Feb 26, 2021  
**Evidence**

**ON-TRACK** APR 25, 2021

+ Teachers in teams will evaluate the text complexity based on student assessment data at the end of the semester through reflection

Jan 05, 2022 to Jun 15, 2022 - GLL, Academic teams

## Status history



**ON-TRACK** Apr 25, 2021  
**Evidence**

**NOT STARTED** Feb 26, 2021  
**Evidence**

**COMPLETED** SEP 07, 2022

+ Define what gifted bilingual education is as a staff, then get family input to define what we mean by gifted bilingual education at Orozco

Aug 15, 2022 to Aug 26, 2022 - Principal Sovell

## Status history



**COMPLETED** Sep 07, 2022  
**Evidence**

8/15 PD Agenda deck, definition created by staff shared in Panther Parent e-letter, parent feedback survey

**ON-TRACK** SEP 07, 2022 + Align all priorities to the definition of gifted bilingual to focus the work

Aug 26, 2022 to Sep 09, 2022 - Principal Sovell

## Status history



ON-TRACK

Sep 07, 2022  
**Evidence**  
Instructional plan

### Strategy 3

ON-TRACK FEB 08, 2021

+ Create a student voice committee and identify lead teacher

Feb 08, 2021 to Apr 09, 2021 - Teacher Lead

#### Status history



ON-TRACK Feb 08, 2021  
**Evidence**  
Teacher Leaders: Ashley Jennings and Joanna Felsenstein

ON-TRACK Nov 10, 2020  
**Evidence**

ON-TRACK Sep 29, 2020  
**Evidence**  
Meeting on September 29, 2020, CIWP members created slide decks for K-4th students and 5th-8th students as a resource to inform students of the Student Voice Committee. Two teachers were also identified as the adult leaders for the Student Voice Committee.

ON-TRACK APR 26, 2021

+ Students volunteer or are nominated by peers(per acceptance) in grades K-7th. (semester 2, Quarter 3) Each grade level will have at least one representative per classroom.

Feb 08, 2021 to Apr 09, 2021 - Teacher Lead, AP

#### Status history



ON-TRACK Apr 26, 2021  
**Evidence**

NOT STARTED Feb 26, 2021  
**Evidence**

ON-TRACK SEP 07, 2022

+ Student voice committee would help to research and plan for future fundraisers and school events (semester 2, Quarter 4)

Apr 12, 2021 to Jun 20, 2022 - Teacher Lead, AP

#### Status history



ON-TRACK Sep 07, 2022  
**Evidence**  
Student voice agendas

NOT STARTED Feb 26, 2021  
**Evidence**

NOT STARTED FEB 26, 2021 + Student voice committee will assist in SEL monthly themed activities and tier 1 SEL initiatives (semester 1)

Sep 07, 2021 to Jun 20, 2022 - Teacher Lead, AP

## Status history



**NOT STARTED** Feb 26, 2021  
**Evidence**

**ON-TRACK** **SEP 07, 2022** + Student voice committee would vote on different issues involved in the school and help to promote solutions (semester 1)  
Sep 07, 2021 to Jun 20, 2022 - Teacher Lead, AP

## Status history



**ON-TRACK** Sep 07, 2022  
**Evidence**  
Student voice agendas

**NOT STARTED** Feb 26, 2021  
**Evidence**

**NOT STARTED** **FEB 26, 2021** + Expand student voice committee from K-7 to K-8 (semester 1)  
Sep 07, 2021 to Jun 20, 2022 - Teacher Lead, AP

## Status history



**NOT STARTED** Feb 26, 2021  
**Evidence**

**NOT STARTED** **FEB 26, 2021** + The student voice committee would support with helping to organize service learning opportunities in all grade levels (semester 2)  
Sep 07, 2021 to Jun 20, 2022 - Teacher Lead, AP

## Status history



**NOT STARTED** Feb 26, 2021  
**Evidence**

**COMPLETED** **NOV 02, 2022** + Staff will conduct interviews with younger students and conduct a survey with older students to learn about their instructional experience and what they want and need to make it even better  
Aug 22, 2022 to Sep 02, 2022 - ILT Lead

## Status history



**COMPLETED** Nov 02, 2022  
**Evidence**

**COMPLETED** **NOV 02, 2022** + Staff will analyze student survey data to determine patterns and possible next steps  
Sep 02, 2022 to Sep 23, 2022 - ILT Lead

## Status history



Nov 2

COMPLETED Nov 02, 2022 Evidence

COMPLETED NOV 02, 2022

+ ILT will analyze staff next steps for patterns and determine an area of focus for at least the rest of semester one. ILT will create professional learning to inform staff of their decision and support them in implementing throughout first semester

Sep 26, 2022 to Oct 19, 2022 - ILT Lead, Principal Sovell

### Status history



COMPLETED Nov 02, 2022 Evidence

ON-TRACK NOV 02, 2022

+ Staff will learn more about providing student voice and choice through learning menus and mild/medium/spicy options, as well as field trips and projects and presentations (they will choose one to add to their current or upcoming unit weekly or quarterly)

Oct 21, 2022 to Dec 23, 2022 - ILT

### Status history



ON-TRACK Nov 02, 2022 Evidence

ON-TRACK NOV 02, 2022

+ ILT will continue facilitating CPS collaborative labs with staff focused on student voice throughout second semester

Jan 09, 2023 to Jun 16, 2023 - ILT

### Status history



ON-TRACK Nov 02, 2022 Evidence

## Strategy 4

ON-TRACK NOV 02, 2022

+ Cyclical professional development on what Radical Candor is and isn't, and what it looks, sounds, and feels like at Orozco

Aug 22, 2022 to Jun 09, 2023 - admin, counselor, clinicians

### Status history



ON-TRACK Nov 02, 2022 Evidence

ON-TRACK Sep 07, 2022 Evidence BOY and Sept PD agendas

ON-TRACK NOV 02, 2022

+ Radical Candor practice time

Sep 28, 2022 to Jun 07, 2023 - Grade level leads

## Status history



**ON-TRACK** Nov 02, 2022  
**Evidence**

**ON-TRACK** Sep 07, 2022  
**Evidence**  
BOY, Sept, and GL meeting agendas

**ON-TRACK** NOV 02, 2022

+ Quarterly surveys to track progress, in addition to mid year assessments like exit tickets and session specific surveys  
Aug 22, 2022 to Jun 09, 2023 - Sovell

## Status history



**ON-TRACK** Nov 02, 2022  
**Evidence**

**ON-TRACK** Sep 07, 2022  
**Evidence**  
BOY survey, exit ticket, feedback Padlet

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

### Parent Involvement 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 parent and family engagement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental engagement 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.

The ILT will collaborate with families and the LSC to review the ESSA requirements.

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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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

PAC members are invited to attend our LSC meetings in which title one funds are explained to the community. We also ensure members of this committee for input on the budgeting efforts and school programs through our parent coordinator and regular meetings with the principal.

At the request of parents, 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.

Orozco has a full time ELPT who participates as a parent coordinator in which she hosts weekly meetings with the PAC and parent mentors. Regular meetings will occur so that parents can participate in the decision making process.

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.

All parents and families are mailed report cards in a timely manner per the district policy. In addition, parents can access grade using the parent portal and teachers host meetings with parents to discuss student academic achievement.

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.

If this occurs, we will follow the district's policy to inform parents in the time allotted and work to train or re-hire for that position.

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.

All assessments are reviewed by the parent committees to ensure students are being accurately tested to assess student academic achievement on the standard. During this meeting with the principal, parents can provide feedback.

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.

Through parent meetings and parent professional development, this will take place. The school social worker will hold summer parent meetings to assist families. The parent coordinator will continue the meetings and support during the school year. The MTSS team will help teachers provide parents with documentation on academic achievement.

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.

Staff at Orozco are encouraged to communicate with families regularly. We do this through parent meetings, phone calls, and communication on a digital platform, Class DoJo. We train teachers every year on how to access phone numbers of families and how to use Aspen, and DoJo. We also work with families to increase their participation.

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.

The preschool teams hosts an open house and remains available to promote the program and support parents in the educational pathway of the early childhood program.

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.

All documents sent out to families and whatever is posted online is done in both Spanish and English to accommodate the primary languages of our families that we serve. In addition, we translate verbally during meetings.

#### 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)

n/a

## 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.)

The school works with the budget to purchase vertically aligned curriculum that correlates with the CCSS. Teachers are trained on the Universal Backwards Design model with developing and modifying curriculum maps and the scope and sequence. Through the content teams, teachers will participate in rubric analysis of text complexity and student tasks to assess the DOK levels.

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.

The district has certain parent teacher conferences scheduled for report card pick up days. All teachers are expected to be at those meetings. In addition, teachers are encouraged to hold additional meetings with families throughout the year to discuss student progress.

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

Parents will be able to access the parent portal through ASPEN. Teachers will also ensure grades are posted at every progress report and end of quarter by maintaining a clear record of grades. Teachers will also have open communication with families to update parents on children's grades and academic standing.

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

Parents and staff can communicate through parent portal, email, phone, and Class DoJo. In these platforms parents and teachers are able to request meetings to discuss the progress of their child with school staff.

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.

Orozco has a parent mentor program and a parent volunteer program in which parents are approved through the CPS application. Once approved, parents are welcome to participate in field trips and class activities.

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

At Orozco we have high participation from parent portal and Class DoJo. On the parent portal families can monitor students academic achievement and attendance. In Class DoJo, parents can monitor student behavior. Teachers also can contact families one on one to discuss this data.

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

Parents participate through the BAC, PAC, and LSC in which they are able to voice concerns or suggestions, support with decision making, and provide input as stakeholders.

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).

One of our SEF priorities this next CIWP will focus particularly on student capacity for progress monitoring. We will work more diligently to help students track their progress on the standards to ensure gains in academic achievement. Students also are encouraged through PBIS to maintain positive behavior and attendance

## Parent Budget

**Complete**

Goals: Indicate goals, timeline of activities, resource material distribution and/or 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.

Our goal is to engage parent and families in their students' education and the school CIWP. We are doing this in several ways. First, during the summer our in-house school social worker will be hosting sessions for parents on social and emotional topics to build their capacity in parenting strategies as well as increasing the knowledge of school-wide academics as it relates to student emotional intelligence. We also have weekly Friday meetings in which members of the community can engage in their own learning through various topics hosted by our parent coordinator. These meetings are then followed by an open door to meet with the principal to discuss school initiatives.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> 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.	\$ 1000 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 700 .00
54125	<b>Consultants</b> 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). Services may not be rendered until a PO has been generated.	\$ 500 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 483 .00
54205	<b>Travel</b> 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.	\$ 150 .00
54565	<b>Reimbursements</b> 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, original, unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0 .00
55005	<b>Furniture and Equipment</b> 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 be used only by parents.	\$ 0 .00

# Budget crosswalk

## Strategy 1

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**Theory of action**      **If we do...**/build our capacity in analyzing data and facilitating MTSS cycles with fidelity  
**then we see...**teachers differentiating instruction and interventions according to data  
**which leads to...**increased student achievement

---

**Resources Needed**      IL Empower Grant

(Notes from CIWP development phase to inform budget, talent, and schedules)

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**Funding source**      Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

---

**Budget category(ies)**      Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

---

**Achieving the strategy**      Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

Progress monitoring of student interventions continue to be a focus. The listed categories will support progress monitoring of student interventions to facilitate student goal setting and owning their own learning.

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## Strategy 2

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**Theory of action**      **If we do...**THIS WAS DISCONTINUED IN SY2223 DUE TO STAFF REPORTS OF THIS NOT ACTUALLY TAKING PLACE. KEEPING TO TRACK PREVIOUS YEAR'S WORK. If educators create, or adopt, a curriculum to support all learners while utilizing Gifted Education Standards and Common Core Standard State, up to 1-2 years above grade standards, to guide our instruction while differentiating based on student achievement

**then we see...**students engaging in accelerated and rigorous curriculum  
**which leads to...**elements of differentiated instruction and enhanced teaching and learning.

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## Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

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## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
  - Title I (332), II (353), III (356), Perkins (369), IDEA (220)
  - IL-Empower (367)
  - Other grants, including foundation grants and Fund 124
  - No cost
- 

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
  - ESP Position
  - Substitute teacher (PD programming, etc)
  - Ext. Day - Buckets
  - Supplies
  - Equipment
  - Materials
  - Textbooks
  - Professional Development Consultants/vendors
  - Conferences and associated expenses
  - Other
- 

## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

In order to keep in line with our Gifted Program standards and IL Common Core State Standards, teachers will collaborate on procuring novel sets of different lexile levels and other curricular resources. Professional development will be coordinated by the Instructional Lead Coach.

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## Strategy 3

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## Theory of action

**If we do...**a student voice committee and staff learning on student wants and needs,

**then we see...**students as collaborators in their learning and their ideas and interests reflected in the holistic student experience ,

**which leads to...**students becoming more engaged in the school community

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## Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Time during staff development days and Grade Level Team meetings to learn about student surveys, analyze student survey data, plan to utilize student survey data, learn strategies aligned to plans. Money towards field trips (students requested more field trips as one part of increased engagement in learning)

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## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

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## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.

We anticipate additional funding through the IL Empower Grant during the summer months, once given an allocation will be made to cover the Teacher Extended Time to coordinate and plan for Student Voice committee work.

## Strategy 4

## Theory of action

**If we do...**Radical Candor as a communication framework for having difficult conversations

**then we see...**staff who productively resolve conflict and don't shy away from helpful or necessary conversations

**which leads to...**a happier and healthier Orozco community, and all stakeholders getting their needs met.

## Resources Needed

PD time, time during GLMs to practice, maybe copies of the book

(Notes from CIWP development phase to inform budget, talent, and schedules)

## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets

- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

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## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: Adding an additional math teacher will support the implementation of smaller classes in 3rd-5th grades.


(Blank)

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## Approvals

**FY21 Approval Form:** Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: SY20-21 CIWP & Budget Approval Form.pdf.pdf

Uploaded on: May 22, 2020 

**FY22 Approval Form:** Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: SY22 CIWP-Budget Approval Form.pdf

Uploaded on: May 10, 2022 