Orozco Fine Arts & Sciences Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic

01/22/2018	CIWP Members	CIWP 2016-2018 Reflection
01/08/2018	CIWP Members	CIWP 2016-2018 Reflection
02/05/2018	CIWP Members	SEF Assessment
03/05/2018	CIWP Members	SEF Prioritization
03/09/2018	Parent & Community Members	Parent input on short list of SEF priorities
03/15/2018	Parent Mentors	Parent input on short list of SEF priorities
03/08/2018	Parent Leaders (ESSA, LSC, BAC)	Parent input on short list of SEF priorities
03/19/2018	CIWP Members	SEF Strategy Development
04/02/2018	CIWP Members	SEF Strategy Development
04/12/2018	CIWP Members	Action Plan Development - Rigorous Student Tasks
04/16/2018	CIWP Members	Action Plan Development - Balanced Assessment & Grading
04/17/2018	CIWP Members	Action Plan Development - Balanced Assessment & Grading
04/17/2018	CIWP Members	Action Plan Development - Culture for Learning
04/20/2018	CIWP Members	Action Plan Development - Restorative Practices
04/23/2018	CIWP Members	Action Plan Development - Rigorous Student Tasks
04/24/2018	CIWP Members	Action Plan Development - Culture for Learning

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

Orozco exhibits a shared vision of success by ensuring that all members of the school community have a voice. Through the ROAR expectations, students are working to uphold the pledge of being respectful, organized, accountable, and reflective. Leadership is a collective responsibility in which the Instructional Leadership Team (ILT) meets to plan and lead weekly content area meetings or grade level meetings to reach the needs of the teachers. The meetings allow for teachers to collaborate and for teacher leaders to be effective in gaining experience and sharing their expertise. With that, teachers are able to complete peer observations and focus on strategies to engage students and raise achievement while also creating cohesive shared learning goals. School teams are also formed with teachers and administration in order to have a shared voice and ensure a smooth transition of communication. The school takes pride in listening to all school community members through surveys and emails that reach both the teachers and students.

Some opportunities for growth include:
Orozco has taken on many new initiatives to promote the success of the school in terms of leadership and student achievement. Many of the new initiatives require some extra support to allow all teachers to feel comfortable with the new platform of learning styles. Lastly, the school is working to improve a shared vision of school that allows teachers and students to collectively be accountable for exhibiting the school's mission and vision.

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.

1   2   **3**   4

> Orozco's ILT meets bi-weekly using an agenda with a clear focus. ILT is made up of members that represent every subgroup in the school to ensure decisions are inclusive of all stakeholders. Professional learning (both school-wide and teacher teams) is aligned to CIWP priorities and developed by the ILT. Our ILT engages utilizes protocols such as the problem solving process to analyze NWEA and on-track data.
>
> Opportunities for growth include:
> -Continuing to engage in on-going inquiring with more of an emphasis on measuring the impact of the new initiatives ("Is it working" question).
> -Build capacity of teachers not on ILT to lead cycles of learning
> -Analyzing data by sub-group (ELs and DLs) more frequently and intentionally

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

Professional Learning at Orozco is varied to account for the different ways adults learn. Professional learning is informed by staff input (surveys) and evaluated through exit tickets or glow/grow debriefs. For example, on the Quarter 2 school improvement PD exit ticket: 98% of teachers rated Quarter 2 school improvement PD as well planned and well facilitated and 100 reported that the School Improvement Day provided them with strategies to improve their practice. The school schedule creates many opportunities for collaboration. Every day, grade level teams have common lunch/preparation times to create opportunities for teachers to collaborate and learn from each others. Furthermore, the school schedule created a period each day where 6 staff members are available to provide coverage for teachers to engage in additional professional learning opportunities such as PLCs, peer observations, and curriculum planning. Approximately 75% of professional learning at Orozco is led by teacher leaders. Feedback is provided on implementation of new learnings through non-evaluative "Bambrick observations".

Opportunities for growth include increasing the frequency of classroom coaching on new practices, creating a structure for mentoring of new teacher and advancing peer observations to include constructive 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

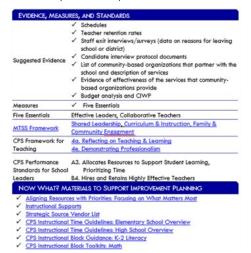| EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
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

Orozco's school schedule is based on student needs and meets all minimum minute requirements for subjects. Furthermore, the schedule provide opportunities for choice in fine arts classes (middle school), a weekly earning opportunity (academy class) and daily social/emotional learning time. Community partnerships with organizations such as the YMCA and The Resurrection Project bring after school and SEL services to students at zero cost to the school. Related Service Providers, such as the social worker, provide Tier 2 and 3 interventions. Opportunities for growth include adding a lesson demo in the hiring process when recruiting new teachers and creating/strengthening partnerships with universities to support in filling hard to staff positions.

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:

Score

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.

> Orozco's students have access to an academically enriching curriculum. Curriculum maps are planned and aligned to standards & vertically aligned. Scope and sequences are planned with teams present. Assessments are created using the Depths of Knowledge . The curriculum integrates social emotional learning opportunities throughout the day.
>
> Opportunities for growth include:
> Our Math curriculum maps need to be inclusive to all populations including ELLs. The Curriculum must also be able to distinguish qualitatively and quantitatively between 'regular' courses and gifted courses. Our Social emotional learning can also be integrated within all subgroup curriculum maps.

Guide for Curriculum

- o
  - **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).
- o **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.
- o **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).
- o **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.
- o **Integrate academic and social emotional learning.**
- o **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.
- o
  - 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

> Orozco provides teachers with a multitude of instructional materials to use in the classroom. Each classroom is equipped with technology that supports personalized learning. 1:1 technology is provided for students with either iPads or Chromebooks in each classroom. Teachers also have access to Promethean boards that allows students to engage in the activities and document cameras to display student work. Orozco has committed to funding for educational technology with online resources available for all grade levels. This include St Math, IXL, Raz Kids, and Lexia.
>
> Opportunities for growth include:
> Orozco is working towards ensuring that there is a vertical alignment amongst the grades and content areas with similar curriculum. The school is working to secure instructional materials for English Language Learners in their native language.

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	✓ SGRP 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)
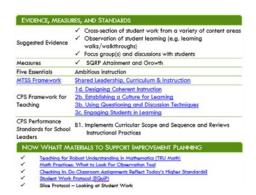
Score

1 **2** 3 4

Orozco's teachers engage students in reflecting on their progress through student conferences and data folders. Curriculum maps are structured using the Understanding by Design model and Universal Design for Learning which includes a narrative and rubric of the performance assessments. Teachers engaged in professional learning around Depth of Knowledge to better understand and practice how to scaffold tasks to lead to transfer of knowledge. Some teachers meet to look at student work, but it is not a school wide practice.

Opportunities for growth include:
-Looking at Student Work (using a protocol, i.e. EQUIP) during grade level meetings
-Reviewing Curriculum maps to check alignment with assessment, standards and performance tasks
-Highlight student work and student reflections
-Vertical alignment and coherence in math ? developing our multi-grade progression in
-Provide opportunities for students to create authentic work for real audience ? Math & Science

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

Orozco has two grade levels that require support with transitions: 6th grade and 8th grade. 6th Graders are supported through visits by the Orozco Admin to feedback school, a field trip the spring prior to transitioning and a beginning of the year parent meeting. 8th graders are prepared for their transition to high school through monthly lessons facilitated by the counselor using Naviance as well as SEL lessons by their homeroom teacher. All middle school students receive equitable access to college preparatory curriculum through naviance lessons, college & career week, and the weekly Panther Progress SEL period.

Opportunities for growth include engaging parents in career and college exploration, creating more opportunities for college and career activities throughout the school year.

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

> Orozco classrooms display student-friendly content and language objectives so that students know why they are completing task. Teachers have sequenced and aligned common core standards within curriculum maps. Orozco teachers are working towards scaffolding instruction for all students . Software and technology allow teachers to provide an integrated approach to literacy instruction. We have Personalized Learning within various grade levels throughout school. There is a grouping of students according to RIT scores. As new data becomes available, new groups are formed.. Teachers progress monitor students.
>
> Growth Area:
> Expanding personalized learning practices to other grade bands and eventually school-wide.

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

> In addition to district wide assessments, Orozco teachers use a range of vertically aligned diagnostic, formative and summative curriculum-based assessments to inform and personalize classroom instruction based on student needs. Each curriculum map and assessment is created using the Universal Design for Learning, thereby allowing teachers to accommodate individual learning differences. Additionally, content area teams developed clear measures for grading and policies that ensure student growth is clearly, consistently and fairly communicated to all stakeholders.
>
> Orozco looks forward to developing common assessments to ensure all teachers have access. With the implementation of common assessments, teachers will be able to move forward with creating assessments that measure the development of academic language, specifically, for English Language Learners. In the area of math, using screening and progress monitoring data will allow teachers to correctly identify specific gaps within instruction and respond to student needs.
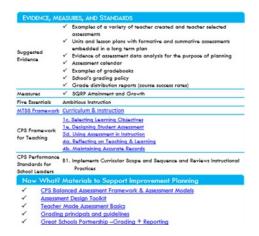
Guide for Balanced Assessment & Grading

- **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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

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

Orozco Academy implements tiered Social Emotional Learning and academic instruction and supports in all classrooms, in which student goals and progress is logged and tracked by all teachers using the CPS MTSS Logging Tool. Orozco teachers empower students to advance their learning through student-led goal setting and by providing flexible seating and learning environments in which individual learning styles and student needs are met. Student schedules include built in time for targeted MTSS instruction in core areas. Content area teams use Orozco's MTSS Framework, which includes multiple data points (ie: district test scores, attendance, grades, etc.) to identify, group and implement tier 2 and 3 supports, which are selected from a menu of math and literacy interventions. With this information, The MTSS Academic team meets biweekly to analyze MTSS data in order to continually evaluate the effectiveness of interventions and student responses to interventions. Additionally, to the Behavioral Health Team meets weekly to review MTSS referrals and tailor supports to each student's individual area of growth.

Moving forward, Orozco is working towards expanding our personalized learning cohort to include teachers of intermediate classrooms. Expanding personalized learning will ensure each student capitalizes on their strengths and has the opportunity to advance upon demonstrating mastery of skills.
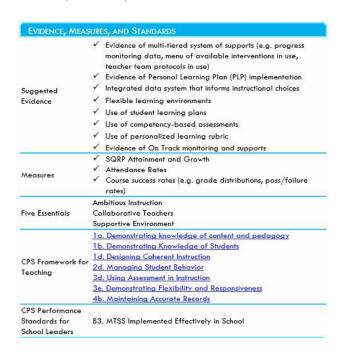
Guide for Multi-Tiered System of Supports

- **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

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

At Orozco Academy, educators make learning goals relevant to students and inspires them to stay committed to their learning goals. These are school-wide expectations for academic and personal success that will be displayed throughout the building. Culture of learning will encourage students to have ownership of their work with an emphasis that focuses attention on criteria for success, and increased efforts and persistence. Educators will encourage a sense of belonging to the school and classroom community (relational trust).

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.
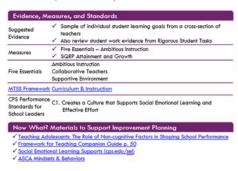 - Recognize high levels of student achievement. All students receive recognition.

- 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

> At Orozco Academy, we work on developing relationships with students. We are a school that believes that "no significant learning can occur without significant relationships." For this reason, we believe this is an area that needs more focus and emphasis.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

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

> At Orozco, student voice is used to inform school-wide programming. All students (PreK-8) shared their input via a SEL survey, which teachers analyzed and developed action steps. Middle school students are surveyed for their input for several aspects of their schedule (WIN class, Academy class, and Fine Arts Elective) each quarter. Orozco requires 8th graders to complete community service hours as part of graduation requirements. The Peace and Leadership Club (PLC) is student led and works on issues important to the study body (ex: fundraising for Puerto Rico relief efforts); administration attends PLC meets bi-weekly to hear from students about their work and offer assistance/support. Opportunities for growth include creating more opportunities in content areas for civic engagement, service learning experience and writing for audiences beyond the teacher.

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.
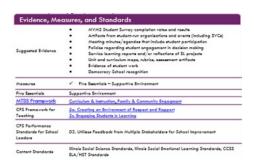
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance 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

> At Orozco Academy, the safety and well being of students and staff is a high priority. Aspects of the school day are accounted for to preserve and maximize the learning of students. School-wide expectations are positively stated and shared. Expected school-wide transitions were discussed and taught at the beginning of the year.
>
> Further development is needed in the following areas:
> Providing clear procedures for reporting and responding to safety concerns
> Implement opportunities for school-wide training on crisis management
> Incorporate opportunities for student voice in areas concerning school-wide safety--establishing a committee of student peace ambassadors
> Safety processes are posted throughout the school building

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

Orozco has a RP leadership team that meets at least 2 times per month to analyze Student Discipline Referral (SDR) data. This team shares data around SDRs with BHT team to inform implementation of Tier 2 or 3 SEL interventions. School-wide expectations are positively written. Expected behaviors are taught at the beginning of the year.

Further development is needed in the following areas:
Revise/refine school-wide routines and procedures and ensure they are explicitly reinforced (in the middle grades)
Build teachers (specifically middle school) capacity around using instructive responses to discipline - including using SEL standards/curriculum to reach specific competencies lacking (as measured by SDR data), redirecting students privately & respectfully (avoiding a power struggle), and engaging in restorative conversations about behavior incidents to ensure students remain in the classroom/instructional minutes are preserved
School-wide expectations need to be posted throughout the building
Engaging parents more actively around positive student behavior and around misbehavior
Developing parents understanding about restorative approaches to discipline.

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

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.

Parent communication at Orozco is varied - monthly newsletters, frequent posts on Twitter/Class Dojo, parent/teacher messaging on class dojo/e-mail, weekly workshops, paper letters home, etc. Teachers (8) involved in the personalized learning cohort had parent/teacher/student interviews/conferences prior to the year starting to establish positive home-school partnerships. Orozco has partnered with TRP to engage parents through the parent mentoring program for several years. All communication with families is bilingual to ensure equitable access. Orozco's parent/student handbook was revised in SY18 to ensure all policies and practices were clear. Administration, Counselor & Attendance Clerk engage parents of students with poor attendance through individual meetings and workshop to communicate the importance of strong attendance and provide support for addressing barriers to attending school each year. Opportunities for growth include: Increasing the number of "good news" calls (phone, e-mail, Class Dojo) from teachers to parents, diversifying the topics of parent workshops (ex: training on the math CCSS and how to support as a parent), empowering parent leaders to engage other parents in the school to increase parent participation at events, workshops, etc.

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 Student Learning: Rigorous Student Tasks	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 **4** 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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: Instruction	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: Instructional Materials	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 **⊘**

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					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	79.00	73.00	85.00	76.00	79.00
National School Growth Percentile - Math					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals. Given how low our growth was in math, we expect higher growth than what was suggested in the CIWP goal setting tool.	66.00	24.00	54.00	40.00	45.00
% of Students Meeting/Exceeding National Ave Growth Norms					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	60.10	54.00	64.00	57.00	60.00
African-American Growth Percentile - Reading					
n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	81.00	71.00	78.00	73.00	76.00
English Learner Growth Percentile - Reading					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	50.00	95.00	99.00	95.00	96.00
Diverse Learner Growth Percentile - Reading					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	*(Blank)*	71.00	20.00	73.00	75.00
African-American Growth Percentile - Math					
n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals. Given how low our growth was in math, we expect higher growth than what was suggested in the CIWP goal setting tool.	68.00	24.00	54.00	30.00	34.00
English Learner Growth Percentile - Math					

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals. Given how low our growth was in math, we expect higher growth than what was suggested in the CIWP goal setting tool.	23.00	34.00	85.00	37.00	40.00

Diverse Learner Growth Percentile - Math

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals. Given how low our growth was in math, we expect higher growth than what was suggested in the CIWP goal setting tool.	(Blank)	47.00	36.00	50.00	52.00

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

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	76.00	74.00	85.00	77.00	80.00

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

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals. Given how low our growth was in math, we expect higher growth than what was suggested in the CIWP goal setting tool.	67.00	57.00	80.00	62.00	67.00

National School Attainment Percentile - Reading (Grade 2)

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	87.00	86.00	90.00	88.00	90.00

National School Attainment Percentile - Math (Grade 2)

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	94.00	91.00	98.00	91.50	92.50

% of Students Making Sufficient Annual Progress on ACCESS

n/a	44.20	(Blank)	48.10	52.00	54.00

Average Daily Attendance Rate

SY19 and SY20 goals were based on actual achievement in SY17. "Orozco - Elementary_CIWP Goal Setting" document was used to guided goals.	97.20	96.50	97.70	96.50	97.00

My Voice, My School 5 Essentials Survey

SY19: Organized SY20: Organized	(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...
If teachers develop and model for students	teachers and students will share in the	an increased number of students meeting their

strategies for accountability to assess, monitor, and reflect on their progress	responsibility in articulating their role in learning and therefore demonstrate agency over their learning	achievement goals as measured by on-track, NWEA, BAS, and other qualitative and quantitative measures	

Tags:
Feedback, Reflection, Goal setting, Culture for learning

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Survey staff and refine criteria for earned opportunities	SEL Team	Jun 1, 2018 to Jun 20, 2018	Not started
Engage families through beginning of the year teacher/parent/child interviews - info will be used to create a learner profile [Personalized Learning Strategy - Learner Connected]	AP	Jun 20, 2018 to Sep 14, 2018	Not started
Teachers will develop learner profiles with their students to establish T/S relationships, learn about students and use that information to modify or vary content to align with their interests, strengths and needs [Personalized Learning Strategy - Learner Focused]	AP & LEAP Teacher Alum	Aug 1, 2018 to Sep 28, 2018	Not started
Intermediate Teachers will implement personalized learning strategies learning through LEAP Activate	AP	Aug 1, 2018 to Nov 30, 2018	Not started
Develop survey tools for Student Profile (interest inventory, multiple intelligences, etc.) [Personalized Learning Strategy - Learner Connected]	LEAP Teacher Alum	Jun 1, 2018 to Aug 24, 2018	Not started
Gather student input to develop class options for Academy Class. Add Service Learning to Academy Class Options.	SEL Team	Aug 1, 2018 to Sep 7, 2018	Not started
Revise Panther Progress procedures and protocols to incorporate calculating GPA, setting SMART goals aligned to GPA and monitoring those goals [Personalized Learning Strategy - Learner Led]	AP & SEL Team	Jun 1, 2018 to Aug 17, 2018	Not started
Update requirements for offering after school programs to add an academic component (i.e. America Scores with soccer and writing) and instructors awareness of Ss grades	Principal/AP	Jun 20, 2018 to Aug 24, 2018	Not started
Prep and share SEL Growth Mindset materials/resources Develop common language for Growth Mindset	SEL Team	Jun 20, 2018 to Aug 17, 2018	Not started
Plan Student Profile PD	AP & LEAP Teacher Alum	Jun 20, 2018 to Aug 24, 2018	Not started
Create a core counseling curriculum for K-5	Counselor	Aug 1, 2018 to Jun 18, 2019	Not started

Plan and implement BOY PD on the following: All teachers will learn how to explicitly teach growth mindset and malleable intelligence. All teachers will learn how to reinforce growth mindset throughout the year. All teachers will learn how to support students in identifying their multiple intelligences. All teachers will learn how to teach setting SMART goals. All teachers will learn how to use Google Classroom. All teachers will learn how to use the new format of the Panther Progress sheet. All teachers will learn how to lead Panther Progress (Advisory)	P, AP, Counselor & SEL Team	Jun 20, 2018 to Aug 31, 2018	Not started
Introduce upcoming PLC on Mindset: The New Psychology of Success to staff	Principal & AP	Jun 21, 2018 to Jun 21, 2018	Not started
Start year long PLC around Growth Mindset with the anchor text Mindset: The New Psychology of Success	Principal & AP	Aug 27, 2018 to Jun 19, 2019	Not started
How to conference with students and provide feedback on those goals that promote a growth mindset (develop common materials and resources per grade band) [Personalized Learning Strategy - Learner Led]	AP & LEAP Teacher Alum	Aug 26, 2019 to Aug 30, 2019	Not started
BOY Lesson: How to use accountable talk in the classroom BOY Lesson: What is resilience?	ILT Teacher Leaders & Counselor	Aug 26, 2019 to Aug 30, 2019	Not started
Vertically align Executive Functioning Skills (study skills, time management, etc.) K-2 Lesson 3-5 Lesson 6th Lesson 7th Lesson 8th Lesson	Case Manager	Aug 26, 2019 to Jun 26, 2020	Not started
Develop and embed a Genius Hour into Academy Class	SEL Team Lead	Aug 5, 2019 to Sep 6, 2019	Not started
How to facilitate quarterly reflections on class's transfer goals (develop common materials and resources) [Personalized Learning Strategy - Learner Led]	LEAP Teacher Alum	Sep 2, 2019 to Nov 1, 2019	Not started
How to support students in defining previously assigned labels and help them find how they are smart (multiple intelligences)	Case Manager	Aug 27, 2018 to Aug 31, 2018	Not started

Offer Parent Workshops on the following topics: How to promote a growth mindset in your child What is personalized learning?	Counselor & Bilingual Coordinator	Aug 27, 2018 to Nov 2, 2018	Not started
Offer Parent Workshops on the following topics: How to set and monitor SMART goals at home How to calculate GPA	Counselor & Bilingual Coordinator	Nov 5, 2018 to Feb 8, 2019	Not started
Offer Parent Workshops on the following topics: How to promote resilience in children	Counselor & Bilingual Coordinator	Aug 20, 2019 to Nov 1, 2019	Not started
Create and implement a character education class for 6th - 8th graders	Student Development Teacher	Aug 1, 2018 to Sep 7, 2018	Not started
Expand Parent Mentor Program to Middle School	ELPT	Aug 6, 2018 to Sep 28, 2018	Not started
Create a parent participation incentive program	ELPT	Aug 6, 2018 to Sep 28, 2018	Not started
Offer a workshop to explain the parent volunteer process during Open House and address concerns about being undocumented	ELPT	Aug 6, 2018 to Sep 28, 2018	Not started
Add "Are you interested in volunteering?" to Teacher/Parent/Student questionnaire form, open house sign in sheet and if they say yes - have them complete a short volunteer sheet (availability, skills, interests, etc.)	AP & LEAP Alum Teacher	Aug 6, 2018 to Aug 24, 2018	Not started
Add parent volunteer opportunities each month to the newsletter	Principal/AP	Aug 6, 2018 to Jun 19, 2020	Not started
Recruit and train parents to lead Academy Classes for K-5 and 6-8	ELPT	Sep 2, 2019 to Jun 26, 2020	Not started
Create a visual calendar with CIWP priorities to make public what teachers are learning	Art Team	Aug 1, 2018 to Aug 31, 2018	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
develop a common language about rigor and how to measure it, create and implement scaffolded learning tasks and collaboratively analyze student tasks	Students persevering in productive struggles with rigorous tasks, taking ownership of their learning by articulating their progress and the purpose of learning and transfer across multiple disciplines Teachers creating opportunities for productive	an increased number of students meeting their achievement goals as measured by on-track, NWEA, BAS, 5Essentials and other qualitative and quantitative measures.

struggle to take place by implementing rigorous tasks.

Tags:

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Develop survey and share with all staff to gauge understanding of rigor and DOK	ILT	Jun 1, 2018 to Jun 8, 2018	Not started
Develop survey and share with all students to gauge understanding of purpose of learning (Culture for Learning survey)	ILT	Jun 3, 2019 to Jun 28, 2019	Not started
ILT engages in learning on DOK, rigor, alignment of tasks	AP	Jun 1, 2018 to Aug 24, 2018	Not started
Analyze Rigor/Culture of Learning survey results	ILT	Jun 22, 2018 to Aug 24, 2018	Not started
ILT develop expectations for distribution of DOK levels on assessments	ILT	Jun 22, 2018 to Aug 24, 2018	Not started
Plan PD on DOK (identify tasks, DOK resources, etc.) for all teachers	ILT	Jun 22, 2018 to Aug 24, 2018	Not started
Facilitate introductory PD on DOK & rigor for all staff including the following: analyzing Q1 summative assessment using the DOK protocol in grade bands or content areas and then revise using Instructional Expectations Document	Content Team Leads	Aug 27, 2018 to Aug 31, 2018	Not started
All teachers will create Quarterly Goals for Transfer of Knowledge in student friendly language	ILT Content Leads	Aug 27, 2018 to Aug 31, 2018	Not started
All middle school teachers will know the goals in the other classes in their grade level and identify at least 1 way to make an explicit connection in their own classroom	ILT Content/Grade Level Leads	Aug 27, 2018 to Aug 31, 2018	Not started
Create an introductory letter/newsletter to inform parents of the transfer goals	ILT Content/Grade Level Leads	Aug 27, 2018 to Aug 31, 2018	Not started
Provide feedback on revised Q1 summative assessments	AP with ILT Teacher Leaders	Sep 3, 2018 to Sep 7, 2018	Not started
During GLMs, teachers will analyze 1 task from Quarter 1 curriculum. ILT teacher leaders will first model using a task from their own class	ILT Teacher Leaders	Sep 3, 2018 to Nov 2, 2018	Not started
Teachers will engage in collaborative scoring on REACH tasks	ILT Teacher Leaders	Oct 5, 2018 to Nov 2, 2018	Not started

Analyze 1 task from Quarter 1 curriculum (second half of Quarter 1)	ILT Teacher Leaders	Oct 5, 2018 to Nov 2, 2018	Not started
Analyze Quarter 1 summative assessment result using a LASW protocol and analyzing how different sub groups performed	ILT Teacher Leaders	Nov 2, 2018 to Nov 2, 2018	Not started
Create Q2 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter	ILT Teacher Leaders	Nov 2, 2018 to Nov 2, 2018	Not started
Analyze Q2 summative assessment using DOK protocol in grade bands or content areas and then refine	ILT Teacher Leaders	Nov 5, 2018 to Nov 16, 2018	Not started
Provide feedback on revised Q2 summative assessments	AP with ILT teacher leaders	Nov 19, 2018 to Nov 23, 2018	Not started
Create Q3 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter	ILT Teacher Leaders	Feb 1, 2019 to Feb 8, 2019	Not started
Analyze Q3 summative assessment using DOK protocol in grade bands or content areas and then refine	ILT Teacher Leaders	Feb 1, 2019 to Feb 8, 2019	Not started
Provide feedback on revised Q3 summative assessments	ILT teacher leaders	Feb 11, 2019 to Feb 15, 2019	Not started
Create Q4 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter	ILT Teacher Leaders	Apr 12, 2019 to Apr 12, 2019	Not started
Analyze Q4 summative assessment using DOK protocol in grade bands or content areas and then refine	ILT Teacher Leaders	Apr 5, 2019 to Apr 5, 2019	Not started
Provide feedback on revised Q4 summative assessments	ILT Teacher Leaders	Apr 8, 2019 to Apr 12, 2019	Not started
Survey staff about how they purpose lessons (introduce objective, display objective, hook, etc.)	AP & ILT Teacher Leaders	Jun 3, 2019 to Jun 21, 2019	Not started
Analyze staff survey data about how they purpose lessons (introduce objective, display objective, hook, etc.) and identify common methods for the following year	Principal, AP & ILT	Jun 22, 2018 to Aug 17, 2018	Not started
Plan and deliver PD on how to purpose a Lessons (common objective, hook, etc.)	AP & ILT	Jun 21, 2019 to Aug 30, 2019	Not started

Provide a "refresher" PD on using DOK to analyze rigor of tasks	AP & ILT	Aug 26, 2019 to Aug 30, 2019	Not started
Analyze Learning Tasks from Q1 Curriculum Maps - each teacher will bring 4 tasks from Q1 that they believe represent each level and then calibrate as a content team or grade band	AP & ILT	Aug 26, 2019 to Aug 30, 2019	Not started
Revise last year's introductory letter/newsletter to inform parents of the transfer goals AND add to it how the goal applies to home/community AND 4 questions to ask their child about the learning (each aligned to a DOK level)	ILT Teacher Leaders	Aug 26, 2019 to Jun 26, 2020	Not started
LASW with DOK 3 in Grade Level *Analyze with sub groups in mind (EL, DL) *Bring rubric you used to assess it	ILT Teacher Leaders	Sep 16, 2019 to Oct 11, 2019	Not started
ILT Learning Walk to observe 1 ILT member purposing a lesson during Quarter 1 to gather data and identify look fors	AP & ILT Members	Aug 26, 2019 to Nov 1, 2019	Not started
Reflective PD on how new format/method for purposing PD is going in Quarter 1	ILT Members	Feb 7, 2020 to Feb 7, 2020	Not started
LASW with DOK 4 in Grade Level *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it	ILT Teacher Leaders	Nov 4, 2019 to Nov 29, 2019	Not started
Learning Walk in Teacher Teams to observe ILT lead purposing a lesson	AP	Dec 10, 2018 to Feb 1, 2019	Not started
Learning Walk in Teacher Teams to observe each team member purposing a lesson	ILT Teacher Leaders	Feb 3, 2019 to Jun 21, 2019	Not started
LASW with DOK 3 in Grade Level (2nd Half of Q3) *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it *Bring students self-assessment on rubric *What feedback you would provide to the student?	ILT Teacher Leaders	Mar 5, 2019 to May 3, 2019	Not started
LASW with DOK 4 in Grade Level (1st Half of Q4) *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it *Bring students self-assessment on rubric *What feedback you would provide to the student?	ILT Teacher Leaders	Apr 4, 2019 to May 3, 2019	Not started

Strategy 3

If we do...	...then we see...	...which leads to...

develop a common language about assessments, create accessible & varied types of assessments with rubrics and collaboratively analyze student assessments	Students demonstrating mastery of standards on assessments and being able to articulate their progress towards those standards and why it is important. Teachers using assessment data to inform future instruction and interventions.	an increased number of students meeting their achievement goals as measured by on-track, NWEA, BAS, 5Essentials and other qualitative and quantitative measures.

Tags:

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop survey and share with all staff to gauge understanding of language around assessments, types of assessments, student accessibility, and grading practices.	ILT	Jun 1, 2018 to Jun 20, 2018	Not started
Develop survey and share with all students to gauge understanding of assessment.	ILT	Jun 1, 2018 to Jun 20, 2018	Not started
ILT engages in learning together to develop a common language about assessment (connection to UDL and UbD).	AP	Jun 1, 2018 to Aug 24, 2018	Not started
ILT analyzes staff assessment survey results	AP	Jun 1, 2018 to Aug 24, 2018	Not started
Develop protocols/resources for common language around assessments	ILT	Jun 1, 2018 to Aug 24, 2018	Not started
Plan PD on Assessments & Grading	ILT	Jun 1, 2018 to Aug 24, 2018	Not started
Engage teachers in creating common practices, such as: Revisit the CPS/CTU grading policy Re-calibrate grading policies by department/grade level Refine description of assignments in gradebook to make them S/P friendly In content teams create common structures, DOK expectations, rubrics, and reflection on rubric.	ILT	Jun 1, 2018 to Aug 31, 2018	Not started
Facilitate introductory PD on Assessments & Grading where all teachers: Define what makes an assessment accessible (connection to UDL) How to organize assessment to be able to pinpoint which mastery level of each standard Types of assessments and which format is best for which tasks	ILT	Aug 27, 2018 to Aug 31, 2018	Not started
Facilitate PD on how to use NWEA Skills for students who need Tier 2 or 3 support -- as a diagnostic & progress monitoring too and how to use the NWEA profile report to inform instruction (Middle School Teachers)	AP/NWEA Consultant	Nov 2, 2018 to Nov 2, 2018	Not started
How to create a high quality rubric for different types of tasks, making them common among departments, and informed by UDL principles	ILT	Sep 3, 2018 to Nov 1, 2018	Not started

How to determine which standards were mastered How to use summative assessment results to inform instruction	ILT	Sep 3, 2018 to Nov 1, 2018	Not started
How to look at student work and determine next steps from that analysis (using a common protocol)	ILT	Nov 2, 2018 to Nov 2, 2018	Not started
Analyzing assessment results by sub groups (ELs, DLs)	AP/Case Manager/ELPT/ILT	Nov 2, 2018 to Feb 1, 2019	Not started
Staff will engage in PD on the following: Define what makes an assessment accessible (connection to UDL) How to organize assessment to be able to pinpoint which mastery level of each standard Types of assessments and which format is best for which tasks	ILT	Aug 27, 2018 to Aug 31, 2018	Not started
Continue analyzing assessment results by sub groups (ELs, DLs). Keeping in mind rubrics, common template, UDL, and assessment formats.	ILT	Feb 1, 2019 to Apr 26, 2019	Not started

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Continue analyzing assessment results by sub groups (ELs, DLs). Keeping in mind rubrics, common template, UDL, and assessment formats.	ILT	Apr 1, 2019 to Jun 21, 2019	Not started
Survey staff on current methods of formative assessments (end of SY19)	AP/ILT	Jun 3, 2019 to Jun 21, 2019	Not started
Analyze responses survey about formative assessment and develop expectations for uses of formative assessment for SY20	ILT	Jun 21, 2019 to Aug 30, 2019	Not started
Provide PD on different types of formative assessments and how to use that data to inform instruction	ILT	Aug 27, 2019 to Jun 19, 2020	Not started
Provide in PD on Reviewing how to create high quality rubrics	ILT	Aug 26, 2019 to Aug 30, 2019	Not started
Conferencing: How to facilitate student self-assessment, reflection and goal setting based on assessment results	AP/LEAP Alum Teacher	Aug 1, 2019 to Nov 1, 2019	Not started
How to lead assessment conferences Teacher/Students (Everyone)	AP/LEAP Alum Teacher	Nov 1, 2019 to Nov 1, 2019	Not started
Analyze rubrics to determine the quality and reflect the desired results	ILT	Nov 1, 2019 to Jan 31, 2020	Not started

Action step	Responsible	Timeframe	Status
Engage in professional learning on the following: Using formative assessment results to inform instruction Engage in an item analysis to gauge the quality of the questions asked on assessments	ILT	Aug 30, 2019 to Jun 26, 2020	Not started
Engage in training on how to use reports in ODMS to use BAS data to inform literacy instruction and interventions (K-5)	AP	Aug 27, 2018 to Sep 28, 2018	Not started
Engage in training on how to use ACCESS data to differentiate literacy and ESL instruction (K-5)	ELPT	Aug 27, 2018 to Aug 31, 2018	Not started
Use BAS data to create a "WIN" period for K-2 and 3-5 for reading	AP	Aug 6, 2018 to Sep 28, 2018	Not started
Implement Kid Talk Protocol. Use BAS & On Track data to identify students to problem solve around during Kid Talk in 3-5	ILT Teacher Leader	Aug 27, 2018 to Jun 21, 2019	Not started
Use teacher referrals, BAS, and NWEA data to implement Tier 3 academic interventions for math and reading	MTSS Academic Team	Aug 6, 2018 to Jun 26, 2020	Not started
Use BAS, NWEA and data from teachers to create WIN scope and sequence for Reading & Math	MTSS Academic Team	Jun 4, 2018 to Aug 24, 2018	Not started
Use BAS data, NWEA data, and input from Teachers/Students to group and re-group students for each session of WIN	MTSS Academic Team	Aug 6, 2018 to May 22, 2020	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
If we develop common proactive (Tier 1) and instructive (Tier 2) practices across grade bands and grade levels	Teachers collaborating about students with Tier 2 SEL needs and developing and implementing common strategies consistently to support those needs. Students following Orozco's ROAR (Respectful, Organized, Accountable & Reflective) expectations in all classes and locations and holding their peers accountable for implementing them as well.	A decrease in SDR (student discipline referrals), ISS/OSS rates and an increase in on-track rates and 5Essential results.

Tags:

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Reflect on and update policies, procedures & expectations for common areas in the building	SEL	Jun 1, 2018 to Aug 17, 2018	Not started

Create posters with policies, procedures & expectations for common areas in the building	SEL, Art Teacher	Jun 1, 2018 to Aug 17, 2018	Not started
Train all teachers of middle school students in Safety Care	AP/OSEL/ODLSS	May 1, 2018 to Oct 5, 2018	Not started
Provide PD to all staff members on SCC/Orozco Behavioral Referral Levels as they relate to MTSS and which behaviors are teacher vs. office managed	MTSS Team	Aug 27, 2018 to Aug 31, 2018	Not started
Develop common policies, procedures, expectations & hierarchy of consequences by grade level, grade band (K-2, 3-5), and enrichment department	Teacher Teams	Aug 27, 2018 to Aug 31, 2018	Not started
Develop universal communication (of policies, procedures,expectations & hierarchy of consequences) to students to occur in homerooms during the first two weeks of school	Teacher Teams	Aug 27, 2018 to Aug 31, 2018	Not started
Develop universal visual (of policies, procedures, expectations & hierarchy of consequences) to be posted in all classrooms.	Teacher Teams	Aug 27, 2018 to Aug 31, 2018	Not started
Provide professional learning of appropriate methods to collect frequent low level behaviors and provide teachers with tools to do so (i.e. common template for tallys of behavior).	MTSS Team Members	Oct 8, 2018 to Nov 2, 2018	Not started
Provide professional learning on the use of progress monitoring and data collection as a component of Kid Talk (6th-8th Grade)	MTSS Team Members	Oct 8, 2018 to Nov 2, 2018	Not started
Facilitate Kid Talk twice per quarter with safety care strategies incorporated	ILT Teacher Leaders	Oct 8, 2018 to Jun 19, 2019	Not started
Provide professional learning on incorporating SEL standards in the content areas [Personal Learning, Learner Focused Strategy]	Counselor	Aug 26, 2019 to Aug 30, 2019	Not started
Incorporate SEL standards into quarterly curriculum maps [Personal Learning, Learner Focused Strategy]	All Teachers	Aug 26, 2019 to Jun 19, 2020	Not started
Create peer observation system for observing safety care techniques & integration of SEL into content areas	AP	Aug 26, 2019 to Jun 19, 2020	Not started
Provide professional learning on how to utilize facilitate reflective conferences with students [Personal Learning, Learner Led Strategy]	LEAP Alum Teacher	Nov 1, 2019 to Feb 7, 2020	Not started

Create tools for reflective conferences (i.e. sentence starters, conference template, etc.) [Personal Learning, Learner Led Strategy]	LEAP Alum Teacher	Aug 26, 2019 to Oct 31, 2019	Not started
Develop peer meditation program	Youth Intervention Specialist	Aug 26, 2019 to Jun 19, 2020	Not started
Plan and lead a Parent Orientation to Orozco's behavioral expectations, SDR, and consequences	Principal & Youth Intervention Specialist	Aug 27, 2018 to Nov 2, 2018	Not started
Plan and lead parent workshop on developmental needs of middle schoolers	Counselor	Nov 2, 2018 to Feb 1, 2019	Not started
Plan and lead a parent workshop on strategies for engaging middle schoolers (discipline strategies, dinner conversation, etc.)	Student Development Teacher	Feb 4, 2019 to Apr 19, 2019	Not started
Implement Nora Project with Low Incidence Cluster & 1 gen ed classrooms	Counselor	Jul 1, 2018 to Jun 28, 2019	Not started

Action Plan

Strategy 1

NOT STARTED   Survey staff and refine criteria for earned opportunities"

Jun 01, 2018 to Jun 20, 2018 - SEL Team

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Survey responses

NOT STARTED

Engage families through beginning of the year teacher/parent/child interviews - info will be used to create a learner profile [Personalized Learning Strategy - Learner Connected]"

Jun 20, 2018 to Sep 14, 2018 - AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Questionnaire, Sign In Sheets

NOT STARTED

Teachers will develop learner profiles with their students to establish T/S relationships, learn about students and use that information to modify or vary content to align with their interests, strengths and needs [Personalized Learning Strategy - Learner Focused]"

Aug 01, 2018 to Sep 28, 2018 - AP & LEAP Teacher Alum

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Student Profile on the Drive

NOT STARTED
Intermediate Teachers will implement personalized learning strategies learning through LEAP Activate"

Aug 01, 2018 to Nov 30, 2018 - AP

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Q1 Curriculum Map, Agendas from PDs

NOT STARTED
Develop survey tools for Student Profile (interest inventory, multiple intelligences, etc.) [Personalized Learning Strategy - Learner Connected]"

Jun 01, 2018 to Aug 24, 2018 - LEAP Teacher Alum

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Student Profile Template (K-2, 3-5, 6, 7 & 8)

NOT STARTED
Gather student input to develop class options for Academy Class. Add Service Learning to Academy Class Options."

Aug 01, 2018 to Sep 07, 2018 - SEL Team

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Survey Responses, Academy Class Roster with Options

NOT STARTED
Revise Panther Progress procedures and protocols to incorporate calculating GPA, setting SMART goals aligned to GPA and monitoring those goals [Personalized Learning Strategy - Learner Led]"

Jun 01, 2018 to Aug 17, 2018 - AP & SEL Team

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Revisions on Instructional Expectations Document

NOT STARTED

Update requirements for offering after school programs to add an academic component (i.e. America Scores with soccer and writing) and instructors awareness of Ss grades"

Jun 20, 2018 to Aug 24, 2018 - Principal/AP

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Update Requirements in Staff Handbook

NOT STARTED
Prep and share SEL Growth Mindset materials/resources Develop common language for Growth Mindset"

Jun 20, 2018 to Aug 17, 2018 - SEL Team

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED
Plan Student Profile PD"

Jun 20, 2018 to Aug 24, 2018 - AP & LEAP Teacher Alum

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED
Create a core counseling curriculum for K-5"

Aug 01, 2018 to Jun 18, 2019 - Counselor

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
Curriculum & Materials

NOT STARTED
Plan and implement BOY PD on the following: All teachers will learn how to explicitly teach growth mindset and malleable intelligence. All teachers will learn how to reinforce growth mindset throughout the year. All teachers will learn how to support students in identifying their multiple intelligences. All teachers will learn how to teach setting SMART goals. All teachers will learn how to use Google Classroom. All teachers will learn how to use the new format of the Panther Progress sheet. All teachers will learn how to lead Panther Progress (Advisory)"

Jun 20, 2018 to Aug 31, 2018 - P, AP, Counselor & SEL Team

Status history

May 3

NOT STARTED
May 03, 2018
Evidence
PD PowerPoint Deck & Materials

NOT STARTED   Introduce upcoming PLC on Mindset: The New Psychology of Success to staff"

Jun 21, 2018 to Jun 21, 2018 - Principal & AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED   Start year long PLC around Growth Mindset with the anchor text Mindset: The New Psychology of Success"

Aug 27, 2018 to Jun 19, 2019 - Principal & AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PLC Materials

NOT STARTED

How to conference with students and provide feedback on those goals that promote a growth mindset (develop common materials and resources per grade band) [Personalized Learning Strategy - Learner Led]"

Aug 26, 2019 to Aug 30, 2019 - AP & LEAP Teacher Alum

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED   BOY Lesson: How to use accountable talk in the classroom BOY Lesson: What is resilience?"

Aug 26, 2019 to Aug 30, 2019 - ILT Teacher Leaders & Counselor

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED

Vertically align Executive Functioning Skills (study skills, time management, etc.) K-2 Lesson 3-5 Lesson 6th Lesson 7th Lesson 8th Lesson"

Aug 26, 2019 to Jun 26, 2020 - Case Manager

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Scope & Sequence

NOT STARTED   Develop and embed a Genius Hour into Academy Class"

Aug 05, 2019 to Sep 06, 2019 - SEL Team Lead

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Academy Class Roster of Classes

NOT STARTED
How to facilitate quarterly reflections on class's transfer goals (develop common materials and resources) [Personalized Learning Strategy - Learner Led]"

Sep 02, 2019 to Nov 01, 2019 - LEAP Teacher Alum

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED | How to support students in defining previously assigned labels and help them find how they are smart (multiple intelligences)"

Aug 27, 2018 to Aug 31, 2018 - Case Manager

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED | Offer Parent Workshops on the following topics: How to promote a growth mindset in your child What is personalized learning?"

Aug 27, 2018 to Nov 02, 2018 - Counselor & Bilingual Coordinator

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Workshop Materials

NOT STARTED | Offer Parent Workshops on the following topics: How to set and monitor SMART goals at home How to calculate GPA"

Nov 05, 2018 to Feb 08, 2019 - Counselor & Bilingual Coordinator

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Workshop Materials

NOT STARTED | Offer Parent Workshops on the following topics: How to promote resilience in children"

Aug 20, 2019 to Nov 01, 2019 - Counselor & Bilingual Coordinator

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Workshop Materials

NOT STARTED   Create and implement a character education class for 6th - 8th graders"

Aug 01, 2018 to Sep 07, 2018 - Student Development Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Course Syllabus & Materials

NOT STARTED   Expand Parent Mentor Program to Middle School"

Aug 06, 2018 to Sep 28, 2018 - ELPT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Parent Mentor Assignment Sheet

NOT STARTED   Create a parent participation incentive program"

Aug 06, 2018 to Sep 28, 2018 - ELPT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Flyer Explaining Program

NOT STARTED   Offer a workshop to explain the parent volunteer process during Open House and address concerns about being undocumented"

Aug 06, 2018 to Sep 28, 2018 - ELPT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Workshop Materials

NOT STARTED
Add "Are you interested in volunteering?" to Teacher/Parent/Student questionnaire form, open house sign in sheet and if they say yes - have them complete a short volunteer sheet (availability, skills, interests, etc.)"

Aug 06, 2018 to Aug 24, 2018 - AP & LEAP Alum Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence

Questionnaire Form

NOT STARTED   Add parent volunteer opportunities each month to the newsletter"

Aug 06, 2018 to Jun 19, 2020 - Principal/AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Newsletter

NOT STARTED   Recruit and train parents to lead Academy Classes for K-5 and 6-8"

Sep 02, 2019 to Jun 26, 2020 - ELPT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Academy Class Roster

NOT STARTED   Create a visual calendar with CIWP priorities to make public what teachers are learning"

Aug 01, 2018 to Aug 31, 2018 - Art Team

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Bulletin Board

Strategy 2

NOT STARTED   Develop survey and share with all staff to gauge understanding of rigor and DOK"

Jun 01, 2018 to Jun 08, 2018 - ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Survey

NOT STARTED   Develop survey and share with all students to gauge understanding of purpose of learning (Culture for Learning survey)"

Jun 03, 2019 to Jun 28, 2019 - ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence

Survey

NOT STARTED ILT engages in learning on DOK, rigor, alignment of tasks"

Jun 01, 2018 to Aug 24, 2018 - AP

Status history

May 3

NOT STARTED May 03, 2018
Evidence
ILT Meeting Agendas

NOT STARTED Analyze Rigor/Culture of Learning survey results"

Jun 22, 2018 to Aug 24, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
ILT Meeting Agendas

NOT STARTED ILT develop expectations for distribution of DOK levels on assessments"

Jun 22, 2018 to Aug 24, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
ILT Meeting Agendas, Updated Instructional Expectations Document

NOT STARTED Plan PD on DOK (identify tasks, DOK resources, etc.) for all teachers"

Jun 22, 2018 to Aug 24, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED

Facilitate introductory PD on DOK & rigor for all staff including the following: analyzing Q1 summative assessment using the DOK protocol in grade bands or content areas and then revise using Instructional Expectations Document"

Aug 27, 2018 to Aug 31, 2018 - Content Team Leads

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PowerPoint Deck, Updated Q1 Assessments

NOT STARTED All teachers will create Quarterly Goals for Transfer of Knowledge in student friendly language"

Aug 27, 2018 to Aug 31, 2018 - ILT Content Leads

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Transfer Goals included on Curriculum Maps

NOT STARTED
All middle school teachers will know the goals in the other classes in their grade level and identify at least 1 way to make an explicit connection in their own classroom"

Aug 27, 2018 to Aug 31, 2018 - ILT Content/Grade Level Leads

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Newsletters

NOT STARTED Create an introductory letter/newsletter to inform parents of the transfer goals"

Aug 27, 2018 to Aug 31, 2018 - ILT Content/Grade Level Leads

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Newsletters

NOT STARTED Provide feedback on revised Q1 summative assessments"

Sep 03, 2018 to Sep 07, 2018 - AP with ILT Teacher Leaders

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Feedback provided directly on assessment google doc

NOT STARTED
During GLMs, teachers will analyze 1 task from Quarter 1 curriculum. ILT teacher leaders will first model using a task from their own class"

Sep 03, 2018 to Nov 02, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED May 03, 2018
Evidence
GLM Agendas, LASW Protocol Notes

NOT STARTED Teachers will engage in collaborative scoring on REACH tasks"

Oct 05, 2018 to Nov 02, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
GLM Agendas,

NOT STARTED	Analyze 1 task from Quarter 1 curriculum (second half of Quarter 1)"

Oct 05, 2018 to Nov 02, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
GLM Agendas,

NOT STARTED	Analyze Quarter 1 summative assessment result using a LASW protocol and analyzing how different sub groups performed"

Nov 02, 2018 to Nov 02, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
LASW Protocol and Notes

NOT STARTED	Create Q2 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter"

Nov 02, 2018 to Nov 02, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
Newsletter and Updated Q2 Maps

NOT STARTED	Analyze Q2 summative assessment using DOK protocol in grade bands or content areas and then refine"

Nov 05, 2018 to Nov 16, 2018 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
Quarter 2 Summative Assessments

NOT STARTED	Provide feedback on revised Q2 summative assessments"

Nov 19, 2018 to Nov 23, 2018 - AP with ILT teacher leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Feedback provided directly on assessment google doc

NOT STARTED   Create Q3 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter"

Feb 01, 2019 to Feb 08, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Newsletter and Updated Q3 Maps

NOT STARTED   Analyze Q3 summative assessment using DOK protocol in grade bands or content areas and then refine"

Feb 01, 2019 to Feb 08, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Quarter 2 Summative Assessments

NOT STARTED   Provide feedback on revised Q3 summative assessments"

Feb 11, 2019 to Feb 15, 2019 - ILT teacher leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Feedback provided directly on assessment google doc

NOT STARTED   Create Q4 Goal for Transfer of Knowledge in student friendly language and create grade level newsletter"

Apr 12, 2019 to Apr 12, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Newsletter and Updated Q3 Maps

NOT STARTED   Analyze Q4 summative assessment using DOK protocol in grade bands or content areas and then refine"

Apr 05, 2019 to Apr 05, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
               Evidence
               Quarter 2 Summative Assessments

NOT STARTED   Provide feedback on revised Q4 summative assessments"

Apr 08, 2019 to Apr 12, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Feedback provided directly on assessment google doc

NOT STARTED   Survey staff about how they purpose lessons (introduce objective, display objective, hook, etc.)"

Jun 03, 2019 to Jun 21, 2019 - AP & ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Survey

NOT STARTED
Analyze staff survey data about how they purpose lessons (introduce objective, display objective, hook, etc.) and identify common methods for the following year"

Jun 22, 2018 to Aug 17, 2018 - Principal, AP & ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
ILT Agenda & Survey Data

NOT STARTED   Plan and deliver PD on how to purpose a Lessons (common objective, hook, etc.)"

Jun 21, 2019 to Aug 30, 2019 - AP & ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Updated Lesson Objectives in Stage 3 of Curriculum Maps

NOT STARTED   Provide a "refresher" PD on using DOK to analyze rigor of tasks"

Aug 26, 2019 to Aug 30, 2019 - AP & ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD Agenda & Materials

NOT STARTED
Analyze Learning Tasks from Q1 Curriculum Maps - each teacher will bring 4 tasks from Q1 that they believe represent each level and then calibrate as a content team or grade band"

Aug 26, 2019 to Aug 30, 2019 - AP & ILT

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
PD Agenda & Materials

NOT STARTED

Revise last year's introductory letter/newsletter to inform parents of the transfer goals AND add to it how the goal applies to home/community AND 4 questions to ask their child about the learning (each aligned to a DOK level)"

Aug 26, 2019 to Jun 26, 2020 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
Quarterly Newsetters

NOT STARTED

LASW with DOK 3 in Grade Level *Analyze with sub groups in mind (EL, DL) *Bring rubric you used to assess it"

Sep 16, 2019 to Oct 11, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
LASW Protocol & Notes

NOT STARTED

ILT Learning Walk to observe 1 ILT member purposing a lesson during Quarter 1 to gather data and identify look fors"

Aug 26, 2019 to Nov 01, 2019 - AP & ILT Members

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
Learning Walk Notes

NOT STARTED

Reflective PD on how new format/method for purposing PD is going in Quarter 1"

Feb 07, 2020 to Feb 07, 2020 - ILT Members

Status history

May 3

NOT STARTED	May 03, 2018

Evidence
PD Agenda & Materials

NOT STARTED

LASW with DOK 4 in Grade Level *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it"

Nov 04, 2019 to Nov 29, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
LASW Protocol & Notes

NOT STARTED   Learning Walk in Teacher Teams to observe ILT lead purposing a lesson"

Dec 10, 2018 to Feb 01, 2019 - AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Learning Walk Notes

NOT STARTED   Learning Walk in Teacher Teams to observe each team member purposing a lesson"

Feb 03, 2019 to Jun 21, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Learning Walk Notes

NOT STARTED
LASW with DOK 3 in Grade Level (2nd Half of Q3) *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it *Bring students self-assessment on rubric *What feedback you would provide to the student?"

Mar 05, 2019 to May 03, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
LASW Protocol & Notes

NOT STARTED
LASW with DOK 4 in Grade Level (1st Half of Q4) *Analyze with sub groups in mind (current EL, transitioned out EL, DL) *Bring rubric you used to assess it *Bring students self-assessment on rubric *What feedback you would provide to the student?"

Apr 04, 2019 to May 03, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
LASW Protocol & Notes

Strategy 3

NOT STARTED

Develop survey and share with all staff to gauge understanding of language around assessments, types of assessments, student accessibility, and grading practices."
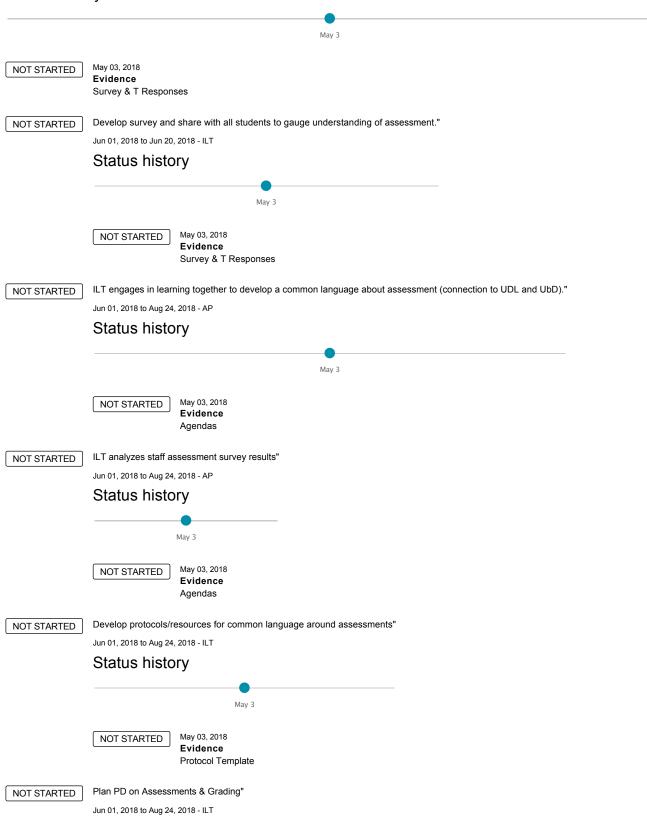
Jun 01, 2018 to Jun 20, 2018 - ILT

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Survey & T Responses

NOT STARTED | Develop survey and share with all students to gauge understanding of assessment."

Jun 01, 2018 to Jun 20, 2018 - ILT

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Survey & T Responses

NOT STARTED | ILT engages in learning together to develop a common language about assessment (connection to UDL and UbD)."

Jun 01, 2018 to Aug 24, 2018 - AP

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Agendas

NOT STARTED | ILT analyzes staff assessment survey results"

Jun 01, 2018 to Aug 24, 2018 - AP

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Agendas

NOT STARTED | Develop protocols/resources for common language around assessments"

Jun 01, 2018 to Aug 24, 2018 - ILT

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Protocol Template

NOT STARTED | Plan PD on Assessments & Grading"

Jun 01, 2018 to Aug 24, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Agendas

NOT STARTED

Engage teachers in creating common practices, such as: Revisit the CPS/CTU grading policy Re-calibrate grading policies by department/grade level Refine description of assignments in gradebook to make them S/P friendly In content teams create common structures, DOK expectations, rubrics, and reflection on rubric."

Jun 01, 2018 to Aug 31, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint

NOT STARTED

Facilitate introductory PD on Assessments & Grading where all teachers: Define what makes an assessment accessible (connection to UDL) How to organize assessment to be able to pinpoint which mastery level of each standard Types of assessments and which format is best for which tasks"

Aug 27, 2018 to Aug 31, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint

NOT STARTED

Facilitate PD on how to use NWEA Skills for students who need Tier 2 or 3 support -- as a diagnostic & progress monitoring too and how to use the NWEA profile report to inform instruction (Middle School Teachers)"

Nov 02, 2018 to Nov 02, 2018 - AP/NWEA Consultant

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Agendas

NOT STARTED

How to create a high quality rubric for different types of tasks, making them common among departments, and informed by UDL principles"

Sep 03, 2018 to Nov 01, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED How to determine which standards were mastered How to use summative assessment results to inform instruction"

Sep 03, 2018 to Nov 01, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED How to look at student work and determine next steps from that analysis (using a common protocol)"

Nov 02, 2018 to Nov 02, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED Analyzing assessment results by sub groups (ELs, DLs)"

Nov 02, 2018 to Feb 01, 2019 - AP/Case Manager/ELPT/ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Student Data Analysis Protocol Template

NOT STARTED
Staff will engage in PD on the following: Define what makes an assessment accessible (connection to UDL) How to organize assessment to be able to pinpoint which mastery level of each standard Types of assessments and which format is best for which tasks"

Aug 27, 2018 to Aug 31, 2018 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED
Continue analyzing assessment results by sub groups (ELs, DLs). Keeping in mind rubrics, common template, UDL, and assessment formats."

Feb 01, 2019 to Apr 26, 2019 - ILT

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Student Data Analysis Protocol Template

NOT STARTED
Continue analyzing assessment results by sub groups (ELs, DLs). Keeping in mind rubrics, common template, UDL, and assessment formats."

Apr 01, 2019 to Jun 21, 2019 - ILT

Status history

May 3

| NOT STARTED | May 03, 2018
Evidence
Student Data Analysis Protocol Template |

| NOT STARTED | Survey staff on current methods of formative assessments (end of SY19)" |

Jun 03, 2019 to Jun 21, 2019 - AP/ILT

Status history

May 3

| NOT STARTED | May 03, 2018
Evidence
Survey & Results |

| NOT STARTED | Analyze responses survey about formative assessment and develop expectations for uses of formative assessment for SY20" |

Jun 21, 2019 to Aug 30, 2019 - ILT

Status history

May 3

| NOT STARTED | May 03, 2018
Evidence
Agenda |

| NOT STARTED | Provide PD on different types of formative assessments and how to use that data to inform instruction" |

Aug 27, 2019 to Jun 19, 2020 - ILT

Status history

May 3

| NOT STARTED | May 03, 2018
Evidence
PD PowerPoint Deck |

| NOT STARTED | Provide in PD on Reviewing how to create high quality rubrics" |

Aug 26, 2019 to Aug 30, 2019 - ILT

Status history

May 3

| NOT STARTED | May 03, 2018
Evidence
PD PowerPoint Deck |

| NOT STARTED | Conferencing: How to facilitate student self-assessment, reflection and goal setting based on assessment results" |

Aug 01, 2019 to Nov 01, 2019 - AP/LEAP Alum Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED   How to lead assessment conferences Teacher/Students (Everyone)"

Nov 01, 2019 to Nov 01, 2019 - AP/LEAP Alum Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED   Analyze rubrics to determine the quality and reflect the desired results"

Nov 01, 2019 to Jan 31, 2020 - ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED

Engage in professional learning on the following: Using formative assessment results to inform instruction Engage in an item analysis to gauge the quality of the questions asked on assessments"

Aug 30, 2019 to Jun 26, 2020 - ILT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED   Engage in training on how to use reports in ODMS to use BAS data to inform literacy instruction and interventions (K-5)"

Aug 27, 2018 to Sep 28, 2018 - AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED   Engage in training on how to use ACCESS data to differentiate literacy and ESL instruction (K-5)"

Aug 27, 2018 to Aug 31, 2018 - ELPT

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PD PowerPoint Deck

NOT STARTED Use BAS data to create a "WIN" period for K-2 and 3-5 for reading"

Aug 06, 2018 to Sep 28, 2018 - AP

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Agenda & WIN Rosters

NOT STARTED Implement Kid Talk Protocol. Use BAS & On Track data to identify students to problem solve around during Kid Talk in 3-5"

Aug 27, 2018 to Jun 21, 2019 - ILT Teacher Leader

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Kid Talk Protocol Template for 3-5

NOT STARTED Use teacher referrals, BAS, and NWEA data to implement Tier 3 academic interventions for math and reading"

Aug 06, 2018 to Jun 26, 2020 - MTSS Academic Team

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Orozco MTSS Referral Form & Responses, MTSS Logging Tool

NOT STARTED Use BAS, NWEA and data from teachers to create WIN scope and sequence for Reading & Math"

Jun 04, 2018 to Aug 24, 2018 - MTSS Academic Team

Status history

May 3

NOT STARTED May 03, 2018
Evidence
WIN Scope & Sequence

NOT STARTED Use BAS data, NWEA data, and input from Teachers/Students to group and re-group students for each session of WIN"

Aug 06, 2018 to May 22, 2020 - MTSS Academic Team

Status history

May 3

NOT STARTED May 03, 2018
Evidence
WIN Session Rosters

Strategy 4

NOT STARTED Reflect on and update policies, procedures & expectations for common areas in the building"

Jun 01, 2018 to Aug 17, 2018 - SEL

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Updates to Handbook

NOT STARTED Create posters with policies, procedures & expectations for common areas in the building"

Jun 01, 2018 to Aug 17, 2018 - SEL, Art Teacher

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Posters displayed in building

NOT STARTED Train all teachers of middle school students in Safety Care"

May 01, 2018 to Oct 05, 2018 - AP/OSEL/ODLSS

Status history

May 3

NOT STARTED May 03, 2018
Evidence
Certifications

NOT STARTED
Provide PD to all staff members on SCC/Orozco Behavioral Referral Levels as they relate to MTSS and which behaviors are teacher vs. office managed"

Aug 27, 2018 to Aug 31, 2018 - MTSS Team

Status history

May 3

NOT STARTED May 03, 2018
Evidence
PD Deck

NOT STARTED
Develop common policies, procedures, expectations & hierarchy of consequences by grade level, grade band (K-2, 3-5), and enrichment department"

Aug 27, 2018 to Aug 31, 2018 - Teacher Teams

Status history

May 3

NOT STARTED May 03, 2018
Evidence
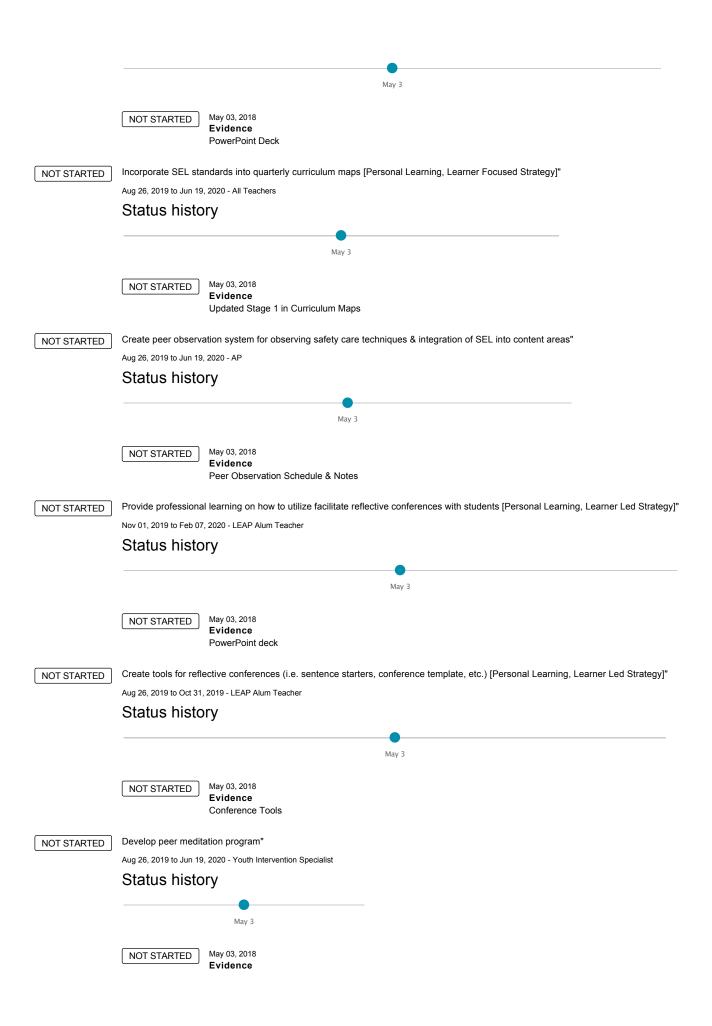Common Template to be completed by grade level/band

NOT STARTED
Develop universal communication (of policies, procedures,expectations & hierarchy of consequences) to students to occur in homerooms during the first two weeks of school"
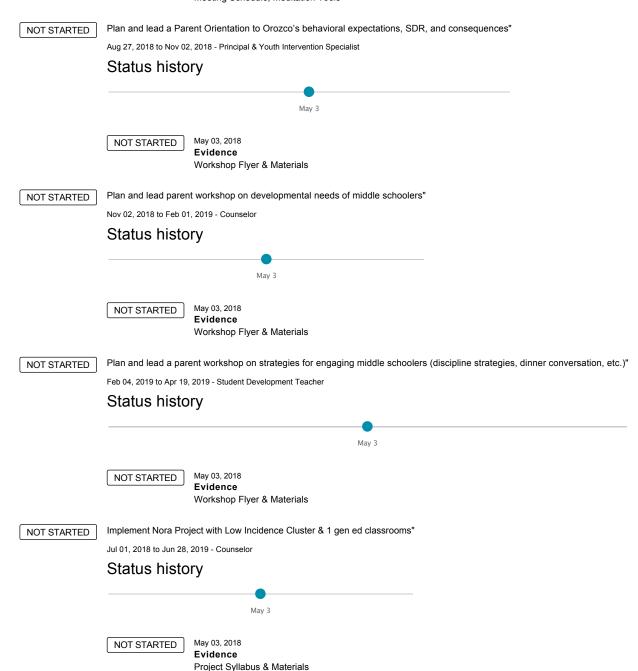
Aug 27, 2018 to Aug 31, 2018 - Teacher Teams

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Universal Communication Method (i.e. PowerPoints)

NOT STARTED | Develop universal visual (of policies, procedures, expectations & hierarchy of consequences) to be posted in all classrooms."

Aug 27, 2018 to Aug 31, 2018 - Teacher Teams

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Visuals

NOT STARTED

Provide professional learning of appropriate methods to collect frequent low level behaviors and provide teachers with tools to do so (i.e. common template for tallys of behavior)."

Oct 08, 2018 to Nov 02, 2018 - MTSS Team Members

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED | Provide professional learning on the use of progress monitoring and data collection as a component of Kid Talk (6th-8th Grade)"

Oct 08, 2018 to Nov 02, 2018 - MTSS Team Members

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
PowerPoint Deck, Sample Tools

NOT STARTED | Facilitate Kid Talk twice per quarter with safety care strategies incorporated"

Oct 08, 2018 to Jun 19, 2019 - ILT Teacher Leaders

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Kid Talk Notes

NOT STARTED | Provide professional learning on incorporating SEL standards in the content areas [Personal Learning, Learner Focused Strategy]"

Aug 26, 2019 to Aug 30, 2019 - Counselor

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PowerPoint Deck

NOT STARTED   Incorporate SEL standards into quarterly curriculum maps [Personal Learning, Learner Focused Strategy]"

Aug 26, 2019 to Jun 19, 2020 - All Teachers

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Updated Stage 1 in Curriculum Maps

NOT STARTED   Create peer observation system for observing safety care techniques & integration of SEL into content areas"

Aug 26, 2019 to Jun 19, 2020 - AP

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Peer Observation Schedule & Notes

NOT STARTED   Provide professional learning on how to utilize facilitate reflective conferences with students [Personal Learning, Learner Led Strategy]"

Nov 01, 2019 to Feb 07, 2020 - LEAP Alum Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
PowerPoint deck

NOT STARTED   Create tools for reflective conferences (i.e. sentence starters, conference template, etc.) [Personal Learning, Learner Led Strategy]"

Aug 26, 2019 to Oct 31, 2019 - LEAP Alum Teacher

Status history

May 3

NOT STARTED   May 03, 2018
Evidence
Conference Tools

NOT STARTED   Develop peer meditation program"

Aug 26, 2019 to Jun 19, 2020 - Youth Intervention Specialist

Status history

May 3

NOT STARTED   May 03, 2018
Evidence

Meeting Schedule, Meditation Tools

NOT STARTED Plan and lead a Parent Orientation to Orozco's behavioral expectations, SDR, and consequences"

Aug 27, 2018 to Nov 02, 2018 - Principal & Youth Intervention Specialist

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Workshop Flyer & Materials

NOT STARTED Plan and lead parent workshop on developmental needs of middle schoolers"

Nov 02, 2018 to Feb 01, 2019 - Counselor

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Workshop Flyer & Materials

NOT STARTED Plan and lead a parent workshop on strategies for engaging middle schoolers (discipline strategies, dinner conversation, etc.)"

Feb 04, 2019 to Apr 19, 2019 - Student Development Teacher

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Workshop Flyer & Materials

NOT STARTED Implement Nora Project with Low Incidence Cluster & 1 gen ed classrooms"

Jul 01, 2018 to Jun 28, 2019 - Counselor

Status history

May 3

NOT STARTED | May 03, 2018
Evidence
Project Syllabus & Materials

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.

> The first NCLB/PAC annual meeting will be held at the end of September 2018. During this meeting general information will be shared with the parent population as to how school committees will be elected and roles and responsibilities of the different committees and their officers. The Parent Involvement Plan will also be revised. Monthly meetings will be scheduled and agendas will include periodic review of the policy, and the effectiveness of the parent programs and workshops planned for the school year, this will address any improvements or changes that may be agreed upon by the parents and the School/Home Coordinator. Parent programs and workshops will be published in the Parent Handbook that is made available to the parents during the beginning of the Year Annual Open House.

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

> During the month of September we will schedule the NCLB/PAC elections date for the month of October. The Annual Principal meeting and Organizational meeting will ake place in September 2018. It will be at this meeting that officers will be elected. The school-wide orientation meeting will also be used to inform all the parents of the different parent programs and workshops offered here at Orozco Academy. Information will also be disseminated during the LSC meetings to keep the parents well informed of the different activities taking place during and after school hours.The parents will also be surveyed and they will be able to select the type and quality of programs they would like to participate in.
>
> Principal Meeting: TBD - Date will be in September 2018
> Organizational Meeting:TBD - Date will be in September 2018

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.

> Title I Programs are school-wide, and as such, all parents are encouraged to attend monthly NCLB meetings. These monthly meetings are also published on the school's monthly calendar that is sent home at the end of each month. The agenda for these meetings includes principal's report as well as other administrator's report. All the reports presented are timed to coincide with current academic demands, testing, and students' progress. During these meetings parents will be presented with the names of the different strategies to support the learning process at home. This information is also shared during grade level evening orientation meetings at the beginning of the school year and the annual high school fair held for the middle school.

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.

The School/Home coordinator will be present at all parent school meetings providing immediate dialogue and feedback to any recommendations that can be incorporated into the on-going parent involvement programs, workshops, and activities.

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.

As soon as this information is made available by the system, letters of "not highly qualified" teachers will be sent home. Parents will have all the right to ask for clarifications regarding this process and how the school is planning to address issues related to teacher certifications.

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.

To address all or most of these issues, parents will be invited to attend the orientation sessions for each grade level at the beginning of the school year. Parents will also have the opportunity to attend the different grade level evening meetings where this information will be disseminated. As a follow up, the parent workshops will be tailored to coincide with the different school wide projects by providing them hands-on activities. The main goal is to empower parents so they can actively support their children at home. These different meetings will take place during and after school hours to make sure different parent scheduling needs are met. During the End of the Year Evaluation Meeting parents who actually participated in specific programs will be invited to evaluate the present year's programing and recommend which programs should continue the following year. Information collected via survey will also be used to plan activities that will enhance the support for student learning at school as well as at home.

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.

Orozco will continue to provide academic workshops addressing math and literacy issues as well as other family related workshops. These classes will be made available during afternoon as well as evening for working parents. Training on how to use the CPS Parent Portal will also be available to enhance the parents' technology skills for report card reading and interpretation.

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.

Parent volunteers are placed in different divisions to assist the teachers. This year the Parent Mentoring Program funded by The Elev8 Programs has given the teachers the opportunity to have parents assisting in their classrooms. The contributions made by these parents has enriched and increased the relationship between the teachers and the parents. The teachers value and take every opportunity to help the parents and provide them with advice as to how to support their children at home with any school related assignment. Family reading nights provide the different learning communities the opportunity to be engaged in different activities with the teachers and the students.

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.

A wide variety of parent meetings and workshops take place throughout the school year. These meetings and workshops are used to inform the parents about the different programs and opportunities implemented at the school level. These informational sessions focus on the following: School goals, vision and mission statements; expectations, curriculum, assessments, and new school initiatives to support the teaching and learning process.

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.

Information related to parent programs, instruction, and school events will be sent home on a regular basis via the following: School calendar, automated phone calls, flyers, letters, reminders, and classroom and hallway monitors. The school website was launched this year providing the parents with much more information related to school activities and curriculum.

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 can provide high quality curriculum and instruction in a supportive environment by giving teachers ongoing professional development in areas that need more support. Students should have access to computer labs on a weekly basis. The school should provide academic after school programs to support those in need of it. Purchasing memberships to online learning programs for students can also support their curriculum instruction.

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 school will provide parent teacher conference by appointment and as usual on report card day. Parents also were scheduled to have personalized meetings in order to establish a more comprehensive relationship with their child's teacher.

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

The school will provide parents with frequent progress reports through the parent portal, a report sent home, or by appointment with the teacher if necessary.

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

The school will provide parents access to staff by appointment unless it is an urgent matter. In addition, parents can schedule meetings via Class Dojo and other venues.

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.

Parents can volunteer in their child's classroom at the teacher's request with fieldtrips, special events, or activities. The process involves a volunteer application that can be accessed online. I believe students should not be distracted from their daily class instruction by their parents, unless there is a special case where parents are required to be present.

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

Parents are not only required to monitor their child's attendance and homework but also support them by being involved in the school and attend important meetings. Maintaining frequent communication with their teachers is also very important. Dedicating time to your child on a regular basis to discuss homework and goals can show support as a parent. Giving emotional support to your child is also extremely important as it helps them develop confidence and self-esteem.

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

The parents will participate in decisions relating to the education of their children as needed and maintaining good communication with the student's teacher.

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

Students can assure their academic achievement by staying engaged, placing a bigger focus on extracurricular reading, maintaining parents and teachers informed of their strengths and weakness.

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.

The overarching goal is to increase student academic achievement through parental involvement; specify your goals. A more specific goal will be developed with our parent committees.

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.

$ 0 .00

53405

Supplies
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.

$ 1000 .00

53205

Refreshments
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

$ 549 .00

54125

Consultants
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

$ 1000 .00

54505

Admission and Registration Fees, Subscriptions and memberships
For Parents use only.

$ 1000 .00

<p>54205</p>**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.

$ 0 .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.

$ 0 .00

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

$ 0 .00

53306

Software
Must be educational and for parent use only.

$ 0 .00

55005

Furniture and Equipment
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ 0 .00