Orozco Fine Arts & Sciences Elementary School 2020-2022 plan summary

Team

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Team Meetings

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

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 4 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- o 3 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 4 - MTSS

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

- o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community

- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	SQRP National Score Growth Percentile Math
Root Cause 1	ILT need to monitors the usage of data and protocols
Area of Critical Need 1	SQRP National Score Growth Percentile Reading

Root Cause 2	Need to tightly align rigorous assessments and student focused curriculum
Area of Critical Need 3	Student Voice
Root Cause 3	Teachers are not engaging in civics education and community

Vision metrics

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

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Quality of Student Discussion 58 School Connectedness 65 Classroom Rigor- 55 Human & Social Resources in the Community- 63 Student-Teacher Trust- 58				60.00	65.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we engage students in progress monitoring
Then we see...	then we see an increase in student ownership of learning
which leads to...	Which leads to students thinking like stakeholders in their own educational process
Budget Description	IL Empower Grant
Tags	
Action steps	(Completed) Train teachers in classroom-based progress monitoring through grade level meetings, whole staff PD, and coaching Tags: (On-Track) Teachers develop classroom systems for progress monitoring Tags:

	• (Not started) Figure out a student friendly system to track and measure standards based learning. Work with teacher teams to give input Tags: • (Not started) Communicate and create buy-in with students and families about progress monitoring Tags: • (Not started) Provide PD to staff members through collaboration with schools that already engage in student centered progress monitoring. Tags: • (Not started) Set up recurring structured conversations with students in the process of progress monitoring.? These conversations should occur every five weeks to align with our LABS schedule. Tags: • (Not started) Use funds from IL Empower grant to specifically support DL students in progress monitoring; using these funds for teacher PD, extended day, and differentiated resources for diverse learners. Tags:

Strategy 2

If we do...	If educators complete a text complexity rubric for core texts across subjects and grade levels,
Then we see...	Then we will have a comprehensible inventory of the text complexities being used across grade levels
which leads to...	Which will lead to enhanced teaching and learning.
Budget Description	
Tags	
Action steps	• (On-Track) The first action step will be for teachers to gather the texts that they teach in each quarter or semester. Tags:

	• (On-Track) Then they will meet at grade level or content to make sure texts are not repeated. This will be documented using the internal drive for a reference point
	Tags:
	• (Not started) Each teacher will complete the text complexity rubric for their selected texts.
	Tags:
	• (Not started) Teachers will need to meet across grade levels/content to create a scope and sequence of texts by text complexity.
	Tags:
	• (Not started) Teachers will introduce texts based on text complexity to students through curriculum and classroom instruction
	Tags:
	• (Not started) Teachers will develop close reading strategies based on pre-assessment and on-going assessments to increase student engagement and mindfulness.
	Tags:
	• (Not started) In order to incentivize school-wide buy in, efforts in developing school-wide close reading strategies will be connected to mindfulness.
	Tags:
	• (Not started) Teachers in teams will evaluate the text complexity based on student assessment data at the end of the semester through reflection
	Tags:

Strategy 3

If we do...	If we establish a student government,
Then we see...	then we will see students more engaged and involved in the school decision making process
which leads to...	which leads to increased engagement in classes and the number of students who feel their voice matters in the school (Up to 13% of students say they did not feel their teachers listened to students ideas in the MOY SEL survey)

Budget Description	
Tags	
Action steps	• (On-Track) Create a student government and have a lead teacher supervising as an after school program Tags: • (Not started) Students run for office in grades 5th-8th. This includes student campaigns and a voting process for grade levels 5th-8th. Once students are elected they will have roles as president, vice president, treasurer, secretary or records manager. Tags: • (Not started) The student government would then support with helping to organize service learning opportunities in all grade levels Tags: • (Not started) Student government would vote on different issues involved in the school and help to promote solutions Tags: • (Not started) Student government would help to arrange fundraisers and school events Tags:

Action Plan

Strategy 1

Completed Nov 10, 2020

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

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

On-Track Nov 10, 2020

Teachers develop classroom systems for progress monitoring

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

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

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

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

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

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

Jan 06, 2021 to May 12, 2021 - ILT

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

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

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

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

Strategy 2

On-Track Nov 10, 2020

The first action step will be for teachers to gather the texts that they teach in each quarter or semester.

Aug 19, 2020 to Oct 14, 2020 - core teachers

On-Track Nov 10, 2020

Then they will meet at grade level or content to make sure texts are not repeated. This will be documented using the internal drive for a reference point

Sep 01, 2020 to Oct 31, 2020 - GLL

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

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

Teachers will need to meet across grade levels/content to create a scope and sequence of texts by text complexity.

Jan 06, 2021 to Jun 16, 2021 - ILT

Teachers will introduce texts based on text complexity to students through curriculum and classroom instruction

Jan 06, 2021 to Jun 16, 2021 - core teachers

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

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

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

Jan 18, 2022 to Jun 22, 2022 - ILT

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

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

Strategy 3

On-Track Nov 10, 2020

Create a student government and have a lead teacher supervising as an after school program

Aug 19, 2020 to Oct 15, 2020 - Dean

Students run for office in grades 5th-8th. This includes student campaigns and a voting process for grade levels 5th-8th. Once students are elected they will have roles as president, vice president, treasurer, secretary or records manager.

Oct 15, 2020 to Nov 15, 2020 - Teacher Lead, Dean, AP

The student government would then support with helping to organize service learning opportunities in all grade levels

Nov 15, 2020 to Jun 22, 2022 - Teacher Lead, Dean, AP

Student government would vote on different issues involved in the school and help to promote solutions

Nov 15, 2020 to Jun 22, 2022 - Teacher Lead, Dean, AP

Student government would help to arrange fundraisers and school events

Nov 15, 2020 to Jun 22, 2022 - Teacher Lead, Dean, AP

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Orozco completed a needs assessment of the school involving teachers, ILT, parents, and community members using various data points. All stakeholders were able to participate during after school meetings and in a collaborative environment leading to a comprehensive understanding of the needs of students and the community of Orozco. This data for the needs assessment came from the SQRP, 5 essentials, state and federal testing, on track, etc. After the data was reviewed the team determined the need for a focus on achievement relative the student growth and attainment on NWEA in reading and mathematics as aligned to instruction and curriculum using the Common Core State Standards.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

In the CIWP, two of the SEF priority areas are focused upon curriculum and instruction. This is to increase rigorous student tasks through vertical alignment, development of standards based assessments and assignments, and using a rubric to align complex texts in all grade levels. An important piece in this is progress monitoring. Through an active ILT that meets bi-weekly and weekly content and grade level meetings, the ability to increase teacher effectiveness in progress monitoring will take place. Implementing quality complex texts will contribute to students? knowledge about an interesting topic, increase engagement and support in differentiating to meet students at the right complexity level.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Our school wide reform priorities for the CIWP 2020-2022 include two key areas based on research driven strategies. These include using complex texts as a part of our curriculum SEF and progress monitoring for instruction SEF. These two strategies pay particular attention to underserved populations as our school receives Title one funding and serves a predominantly Latino population.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Orozco?s LABS intervention period helps to address the achievement gaps and tiered needs of students by placing an emphasis on the mtss structure. This ties into progress monitoring within the SEF priorities.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

At Orozco we have a rigorous interviewing process in which multiple members of our school team help select candidates. This ensures we allow multiple perspectives to hire high quality candidates that will work well with all stakeholders.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Teachers are encouraged to attend school improvement days in which we work with teacher leaders and outside organizations to promote new and ongoing learning for our staff. We also encourage teachers to seek professional development that they are interested in. With any school initiative, training is implemented for all staff involved.

Strategies to increase parent involvement, such as family literacy services.

Parent involvement is high at Orozco. We hope to continue this involvement with our key stakeholders by hosting Friday parent meetings in which members of the community are invited to attend sessions on parenting, finance, literary, and SEL topics.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The preschool team will meet regularly with the administration and ILT to correlate transitions and curriculum appropriately.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers vote on the assessments that the school decides to use to measure student attainment. Teachers also create their own curriculum based assessments to progress monitor student growth.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our MTSS model ensures that teachers will actively differentiate instruction and provide modified work for students based on IEPs, 504s, and student needs.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

At Orozco we have several family outreach initiatives in order to provide social services to those in need. These include the resurrection project, our in house social worker, and city services.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 ILT will collaborate with families and the LSC to review the ESSA requirements.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also 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

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

At the request of parents 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

School-Parent Compact (Complete)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities 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.

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

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

Account(s)

Description

Allocation

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.	$700.00
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)	$500.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$483.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$150.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
53510	**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